DOCUMENT RESUME

ED 199 924 EA 013 443

AUTHOR	Klenke, William; Barrows, Linda
TITLE	School Climate and Decision Participation: Baseline Data for the Studies of Implementation.
INSTITUTION	Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
REPORT NO	WRDCIS-TR-549
PUB DATE	Oct 80
CONTRACT	OB-NIE-G-80-0117
NOTE	191p.; Report from the Project on Studies of the Implementation of Individualized Schooling. Some graphs and appendices may reproduce poorly.
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Administrator Role; Adoption (Ideas); *Decision Making; *Educational Change; *Educational Environment; Educational Innovation; Elementary Secondary Education; Longitudinal Studies; Policy Formation; *Program Implementation; Teacher Role
IDENTIFIERS	Individually Guided Education; *Wisconsin

ABSTRACT

As part of a proposed three-year longitudinal investigation of planned educational change in 13 schools relating to the implementation of the Instructional Programming Model (a component of Individually Guided Education), this report describes the baseline data from three research sites. Observations, interviews, and quantitative measures were used to collect data on the variables of organizational climate, the relationship between schools and their external agencies, and staff participation in decision-making. The report presents the school climate and decisional participation profiles for three schools in Wisconsin but does not draw implications because the project was terminated just after the baseline data were collected. (WD)

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Technical Report No. 549

SCHOOL CLIMATE AND DECISION PARTICIPATION:
BASELINE DATA FOR THE STUDIES OF IMPLEMENTATION

by

William Klenke and Linda Barrows

Report from the Project on
Studies of the Implementation of Individualized Schooling

Marvin J. Fruth and I. Phillip Young
Faculty Associates

Wisconsin Research and Development Center
for Individualized Schooling
The University of Wisconsin
Madison, Wisconsin

October 1980

EA 013 443

Published by the Wisconsin Research and Development Center for Individualized Schooling. The project presented or reported herein was performed pursuant to a grant from the National Institute of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement by the National Institute of Education should be inferred.

Center Grant No. OB-NIE-G-80-0117

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- conducting and synthesizing research to clarify the processes of school-age children's learning and development
- conducting and synthesizing research to clarify effective approaches to teaching students basic skills and concepts
- developing and demonstrating improved instructional strategies, processes, and materials for students, teachers, and school administrators
- providing assistance to educators which helps transfer the outcomes of research and development to improved practice in local schools and teacher education institutions

The Wisconsin Research and Development Center is supported with funds from the National Institute of Education and the University of Wisconsin.

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Abstract

The Studies of Implementation was proposed as an extensive 3-year longitudinal investigation of planned educational change. Specifically, the research concerned the process by which an innovation was implemented into and became a pattern of individualized schooling. The innovation studied was the Instructional Programming Model (IPM), a component of the more comprehensive innovation known as Individually Guided Education (IGE).

Thirteen school sites committed to using the IPM were selected for participation in the study. During the course of the investigation, behaviors related to the use of the innovation were documented and analyzed. The behaviors were representative of the full range of the change process: adoption, implementation, and adaptation. The present report describes only the baseline data in 3 of the 13 research sites.

Introduction and Background

The Studies of Implementation was proposed as an extensive 3-year longitudinal investigation of planned educational change. Specifically, the research concerned the process by which an innovation was implemented into and became a pattern of individualized schooling. The research was designed to identify those factors or conditions that promoted or retarded change in schools and relate those factors to the modifications they fostered.

Overview of the Research

Thirteen school sites committed to the use of a specific innovation were selected for participation in the study. During the course of the investigation, behaviors related to the use of the innovation were documented and analyzed. The behaviors were representative of the full range of the change process: adoption, implementation, and adaptation.

The innovation adopted for use in each of the 13 sites was the Instructional Programming Model (IPM), a component of the more comprehensive innovation known as Individually Guided Education (IGE). Ten sites in Wisconsin that were implementing the IPM as part of their IGE program were selected for participation in the study. Three additional sites were selected from another state. Each of the additional three sites was implementing Developing Mathematical Processes (DMP), a total mathematics program, designed around the IPM and developed at the Wisconsin Research and Development Center for Individualized Schooling. (A detailed description of the sample selection procedures, the selected 13 sites, and the innovations (IGE, IPM, and DMP) can be found in Technical Report No. 494 (Davis, Klenke, & Barrows, 1979).)

An important activity conducted by the work group when designing the study was an extensive review of the change literature. The purpose of the literature review was to assess the current state of the art. The following shortcomings were noted by Davis et al. (1979):

1. The design of most studies has been cross-sectional, despite the intrinsically dynamic nature of the phenomenon being investigated.
2. The emphasis of change studies has been predominantly directed toward precipitating change rather than studying it.
3. Most studies have focused exclusively upon the early or adoptive phase of the change process to the neglect of all later phases.
4. Most studies have been restricted to the direct user system, thereby assuring a closed-system analysis of a phenomenon most frequently described as being widely susceptible to influences from the external environment.
5. Most studies are primarily post-hoc in that their primary source of data has been the "after-the-fact" perceptions of users.

> 6. Most studies have been oriented toward documenting the fidelity of implementation (that is, the extent to which actual use corresponds to intended use) and thus, have avoided the more complex task of explaining how and why innovations are adapted. (pp. 2-3)

The review of the literature was also undertaken to identify the conditions that influence the process of planned change. Five general variables emerged from the search: organizational climate, the interaction between the school and its external agencies, participation in decision making, leadership, and job satisfaction (Rossmiller & Otto, 1978). During the first year of the study data were collected on the first three variables, organizational climate, interaction between the school and its external agencies, and participation in decision making. Data were to be collected on the remaining two variables beginning in the second year of the study.

In the overall design of the study, the work group attempted to overcome the shortcomings of previous studies. To allow for the essentially dynamic nature of the change process, to permit analysis at all phases of the change process, and to enable documentation of the process as it occurred, a longitudinal study was designed. An open-ended methodological stance which would allow the flexibility to explore factors outside the user system and permit examination of adaptations in the innovation was deemed appropriate. A combination of qualitative and quantitative methods was selected.

Four research questions guided the investigation:

1. What factors affect the decision to adopt an innovation (the IPM)?

2. What factors affect the rate of implementation of an innovation (the IPM)?

3. What factors affect the adaptation of an innovation (the IPM)?

4. What factors affect the decision to abandon or replace the innovation (the IPM)?

Site Selection

The population of the research sites was originally limited to Wisconsin IGE elementary schools. The population of such Wisconsin schools was stratified by the number of years a school claimed to be an IGE school, by whether the school was located in a nonurban or an urban (Milwaukee) area, and by use of the curricular products developed at the Wisconsin Research and Development Center. With one exception, potential research sites were randomly selected from these strata. The exception involved the deliberate selection of a nonurban school which had just made the decision to implement the IPM. Ten Wisconsin research sites were selected.

A troublesome feature of the sampling plan was the questionable representativeness of the urban schools which, by necessity, all had to be located in Milwaukee. A decision was made to obtain three additional urban sites outside of Wisconsin in order to provide a point of comparison. All three sites had chosen to adopt and implement Developing

Mathematical Processes (DMP), a curricular product based on the Instructional Programming Model. Thus, the sample was expanded to include 13 schools. Table 1 summarizes the salient characteristics of the research sites. (A more complete description of the site selection process and a description of each of the research sites can be found in Davis et al., 1979.)

Data Collection

While observations and interviews were used extensively during the initial phase of the study, quantitative measures were also used to collect data on three variables, organizational climate, the relationship between schools and their external agencies, and staff participation in decision making. Three instruments were administered twice during the year. Data collected on the first administration of the instruments were used to establish baseline data. The baseline data were organized graphically into three profiles, a school climate profile, a decisional participation profile, and an external relationship profile. A narrative based on the baseline data was also written.

The overall purpose of collecting baseline data was to enable the staff to describe and document conditions with respect to the three variables in each of the sites at the commencement of the study. Data from each subsequent administration of the instruments were to be used to construct new profiles and a comparison of the profiles would be used to identify specific alterations in the variables.

Having documented change in selected variables the research staff planned to reenter the sites to investigate the circumstances leading

Table 1

Description of the Thirteen Research Sites at the Time of Selection

School Name	Number of Years Using the IPM	Grade of Focus	Number of Students	Number of Teachers	Use of R&D Curricular Products*
Wisconsin Nonurban					
Lewis	Less than 1	Upper	437	18	NU
Arrow	2	Primary	315	13	WDRSD
Meadow	6	Upper	97	5	WDRSD
Sawyer	7	Upper	350	13	WDRSD
Rise	7	Primary	395	14.5	DMP; WDRSD
North	7	Primary	285	12	DMP
Davis	7	Primary	465	17	NU
Wisconsin Urban					
Star	1	Primary	525	20	WDRSD
Mercury	4	Primary	468	18	DMP
York	4	Primary	500	15	WDRSD
Non-Wisconsin Urban					
Canal	2	K-3	620	26	DMP
Ware	2	K-3	750	40	DMP
Miller	2	K-3	507	25	DMP

*NU = Not Used
DMP = Developing Mathematical Processes
WDRSD = Wisconsin Design for Reading Skill Development

Source. Adapted from Davis, Klenke, and Barrows, 1979.

up to the change and the relationship of the variable to the use of the innovation.

An item-by-item analysis of the data for each school was also planned. This analysis was intended to reveal the items to which responses varied greatly. Once the variant items were identified, staff members planned to return to the schools to interview the individual respondents to discover the reasons for the variation. It was anticipated that a critical incident approach would assist in understanding the dynamics of each variable and contribute to the refinement of the measurement of the variable itself.

In general, the quantitative data collected early in the study were to indicate potentially productive research areas. As the study progressed, quantitative data would statistically validate specific relationships between variables both within and between school sites. If no significant relationship between a specific variable and the change process was noted, subsequent data would not be collected on the variable.

Just after the collection of baseline data, the Studies of Implementation project was terminated due to funding problems at the Wisconsin Research and Development Center. As a result quantitative data were not collected beyond the baseline.

Purpose of the Report

The purpose of this report is to describe baseline data on school climate and staff participation in decision making for each of the 13 schools in the study. The report will be presented in two parts. The first part will describe the instruments used to measure each of the two variables, school climate and decisional participation. The data collected from each of these two instruments were used to create a school climate profile and a decisional participation profile for each of the 13 schools. A description of the two profiles will be included in the first part. The second part of the report will describe selected school profiles.

Instrumentation and the Profiles of School Climate and Decisional Participation

The School Climate Profile

The School Climate Profile was constructed from data collected using a modified form of the Profile of a School (POS), Form 3 (Likert & Likert, 1977). The Profile of a School, adopted from Likert's Profile of Organizational Characteristics (1967), consists of 93 items, each item containing an 8-point Likert-type response scale. Based on responses to the 93 items, 38 indices have been identified by Likert (Appendix A).

Modifications to Likert's POS were made in three areas. First, language was changed to reflect the terminology characteristic of the multiunit organization used in the 10 Wisconsin schools. These changes usually focused on the role of the unit leader. Second, questions probing the "climate" between teachers and students were eliminated. Third, questions evaluating the perceived competence of the principal and unit leaders were not included. These modifications resulted in the use of 59 of the original 93 POS questions. Since the three non-Wisconsin schools did not use the multiunit school organization, a parallel form was developed to be consistent with their organization structure.

The modified POS contained 59 questions and was divided into two parts (Appendix B). Part I, items 1-33c, was completed by teachers and unit leaders in the 10 Wisconsin sites. The questions focused on the "climate" between respondents and other teachers and between respondents and the building principal. Part 2 of the modified POS was completed by teachers only. These questions probed the climate between the respondent teachers and their unit leader. Since a unit leader or comparable position did not exist in the non-Wisconsin sites, this portion of the questionnaire was not used in the three non-Wisconsin schools.

Table 2 outlines the 18 indices contained in the modified POS with the corresponding items from the questionnaire. The indices have been categorized according to their general orientation, teacher, principal, and unit leader. The fourth category contains general climate indices. The following items were contained in the modified POS but were not included as components in any of the indices contained in Table 2: 9a, 9b, 10a, 10b, 16, 20, 23, 27, 31, 39, 40, 46, and 51.

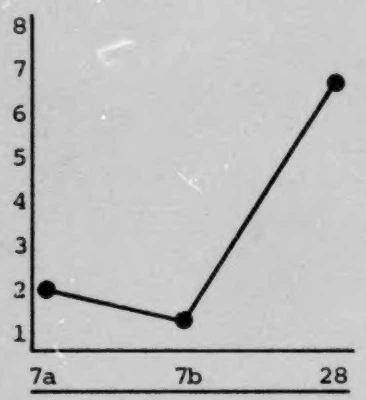
School climate data were organized in several ways. For each school, participant responses were grouped by index and an index score calculated. This resulted in a mean response score for each index item in each school. Items grouped in each of the 18 indices were then placed into one of the four overall index categories, teacher oriented, principal oriented, unit leader oriented, or general climate oriented. Mean scores for participant responses to questions not contained in any of the indices were also calculated and organized into a nonindexed category.

Table 2

Indices Contained in Modified Profile of a School

Index	Questionnaire Item No.
Teacher Oriented	
Teacher Frustration	7a, 7b, 28
Teacher Openness Toward Principal	4, 5, 18, 21a
Teacher Support to Principal and and Teachers	6a, 6b
Teacher Motivation	1, 8
Principal Oriented	
Principal Goal Emphasis	15, 32
Support by Principal	2, 3, 11, 29
Work Facilitation by Principal	12, 13, 14
Principal Receptivity to Teacher Ideas	7a, 7b
Unit Leader Oriented	
Unit Leader Support to Teacher	34, 36, 41, 50
Unit Leader Team Building	42, 47
Work Facilitation by Unit Leader	43, 44
Teacher Openness Toward Unit Leader	35, 37, 45, 48
Unit Leader Receptivity to Teacher Ideas	38a, 38b
Teacher Frustration Regarding Unit Leader	49, 38a, 38b
Other Climate Indices	
Commitment to School Goals	33a, 33b, 33c
Decision Process (system)	22, 26, 30
Team Cooperation (school)	24, 25
Information Factors	17, 19, 21b

The School Climate Profile was made by graphically representing the mean scores of each of the indexed and nonindexed items. A portion of the profile is illustrated in Table 2. The mean score for each question is included in the profile. The question number is located below its graphed mean score. As illustrated below, the three questions included in the Teacher Frustration Index (Questions 7a, 7b, and 28) were grouped together and graphed, the means being 2.0, 1.5, 6.5, respectively. Each of the climate indices and nonindexed questions were graphed in a similar fashion.



Decisional Participation Profile

The Decisional Participation Profile was constructed from data collected using the Decisional Participation Inventory (Felker, 1979), an adaptation of the Decision Participation Analysis measure constructed by Davis and Frank (1978). The Decisional Participation Inventory, as adapted, measures five components of the decision process, (a) importance of decisional issues, (b) actual frequency of teacher decisional involvement, (c) desired frequency of teacher decisional involvement, (d) actual extent of teacher decisional involvement, and (e) desired extent of teacher decisional involvement.

The instrument consisted of 34 decisional issues. Ten of the 34 decisional issues were identified in the early work by Alutto and Belasco (1972), Conway (1976), and Mohrmann, Cooke, and Mohrmann (1978), and are presented in Table 3. Seven of the issues were expanded to include both a unit and a schoolwide focus.

Eleven additional decisional issues were added that related specifically to the use of the innovation, the Instructional Programming Model. These are listed in Table 4. The final six decisional issues were added as a result of a recommendation made by the panel of experts used to determine the initial content validity.

A pilot test was conducted to establish content validity, stability, and internal consistency. Using a matched pair pre- and posttest strategy, the teachers participated in a pilot study to establish content validity, stability, and internal consistency. In addition to completing the Decisional Participation Inventory, each teacher was asked, "In Parsons' terms, does the decisional issue appear to be primarily a technical, managerial, or institutional decision?" (Felker, 1979, p. 80)

With respect to this question, a factor analysis based on teacher responses identified the existence of two of the three domains postulated by Parsons, the technical and managerial domains. The decisional issues included in each of the two domains were as follows:

Table 3

Decisional Issues Utilized by Alluto and Belasco (1972), Conway (1976), and Mohrmann et al. (1978)

Decisional Issues
*1. Hiring new professional personnel.
*2. Selecting specific instructional tests.
3. Resolving learning problems of individual students.
4. Determining appropriate instructional methods and techniques.
5. Establishing general instructional policies.
*6. Establishing classroom disciplinary policies.
*7. Planning school budgets.
*8. Determining specific professional assignments.
*9. Planning new building and facilities.
*10. Resolving problems with community groups.

*Items expanded to include both unit and school focus.

Source. Adapted from Felker, Technical Report No. 530, 1979, p. 75.

Table 4

Decisional Issues Related to the IGE

Instructional Programming Model

Decisional Issues

---

1. Formulating the general educational objectives to be attained by the student population of the school.
2. Establishing the range of educational objectives for students in your unit.
3. Establishing the range of educational objectives for students in units other than your own.
4. Developing procedures, including instruments, for assessing the level of student achievement, motivation, and/or learning style of students in your unit.
5. Developing procedures including instruments, for assessing the level of student achievement, motivation, and/or learning style for students in your school.
6. Determining specific educational objectives for individual students within your unit.
7. Determining the group procedures to be used for instruction in your unit.
8. Determining the instructional method to be used with students in your unit.
9. Determining the procedures to be used in assessing the attainment of educational objectives for students in your unit.
10. Determining the procedures to be used in assessing the attainment of educational objectives for students in your school.
11. Determining the learning (recycling) sequence for the instructional objectives for each student in your unit.

Source. Taken from Felker, Technical Report No. 530, 1979, p. 77.

Scale I: Technical Domain Issues. Issues related to the level at which materials are processed or people are served.

Issue No.	Issues
1	Hiring new personnel--unit
3	Selecting tests--unit
5	Resolving student learning problems--unit
6	Determining instructional methods--unit
8	Establishing discipline policies--unit
9	Establishing discipline policies--school
10	Planning budget--unit
12	Determining teaching assignments--unit
14	Allocating facilities--unit
16	Resolving problems with community--unit
19	Establishing range of educational objectives--unit
21	Developing assessment procedures--unit
23	Determining specific educational objectives--unit
24	Determining grouping procedures--unit
25	Determining instructional methods--unit
26	Determining assessment procedures--unit
28	Determining learning sequence--unit
29	Determining type of progress report to parents--unit
30	Determining type of progress report to parents--school
31	Determining responsibilities of aides--unit
33	Determining nature of inservice--unit
34	Determining nature of inservice--school

Scale II: Managerial Domain Issues. Issues related to the level that controls the type/quantity of products to be produced or the type of client served.

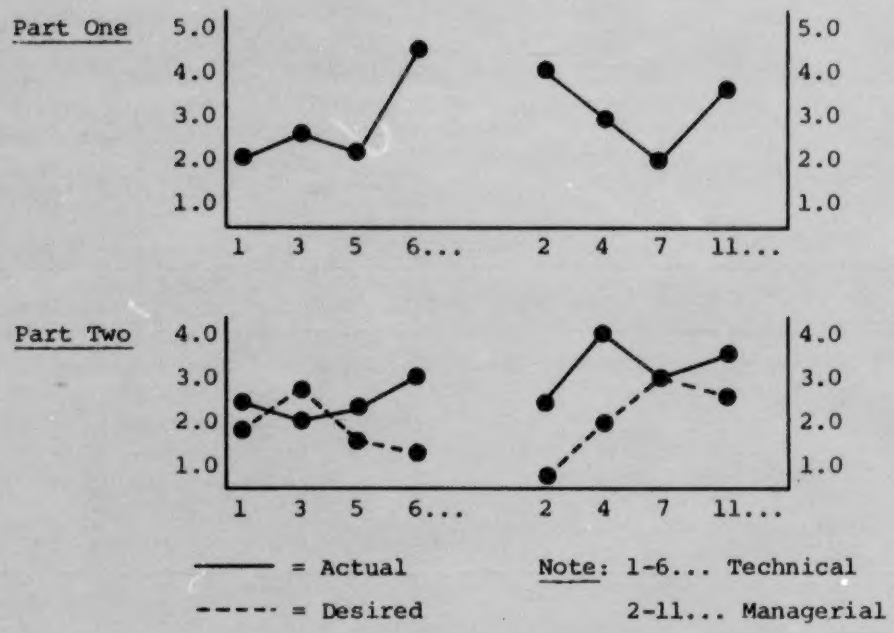
Issue No.	Issues
2	Hiring new personnel--school
4	Selecting tests--school
7	Establishing general instructional policies--school
11	Planning budget--school
13	Determining teaching assignments--school
15	Allocating facilities--school
17	Resolving problems with community--school
18	Formulating general educational objectives--school
20	Establishing range of educational objectives--school
22	Developing assessment procedures--school
27	Determining assessment procedures--school
32	Determining responsibilities of aides--school

(Felker, 1979)

Based on the pilot test of the Decisional Participation Inventory, substantial internal consistency, stability, and content validity was established (Felker, 1979). The final version of the decisional inventory is found in Appendix C.

Data collected using the Decisional Participation Index were analyzed and organized similarly to the school climate data. In each school mean scores were calculated for each of the five dimensions associated with each of the 34 decisional issues. The mean scores were used as the basis for the construction of the Decisional Participation Profile.

The Decisional Participation Profile consisted of three parts. Part One, illustrated on page 19, consisted of the mean importance scores. The mean scores were graphed in numerical order within the technical and managerial domains. Using the illustration, decisional issue 3, a technical domain issue, had a mean importance score of 2.5. Issue 7 had a mean importance score of 2.0 and was a managerial issue. Part Two of the profile illustrated on page 19 consisted of the mean scores for the two "frequency of participation" dimensions, actual and desired. Like Part One of the profile, the issues were grouped in numerical order within the technical and managerial domains. By graphing in this manner three decisional conditions, decisional saturation, decisional deprivation, and decisional equilibrium, could quickly be identified. Decisional saturation occurs when actual participation exceeds desired participation. This is illustrated in issue 3 of the Part Two profile example. Decisional deprivation is illustrated in issue 4, a condition in which the desired level of participation exceeds actual participation. Decisional equilibrium, as illustrated in issue 7, occurs when the level of actual participation equals or nearly equals the level of desired participation. Part Three of the profile presented the mean scores for the two "extent of participation" dimensions, actual and desired. The graphic format is the same as Part Two and permited a similar comparison between the two extent of participation dimensions.



The School Climate and Decisional Participation Profile: Three Examples

Based on teacher responses to the Profile of a School and the Decision Participation Index instruments, School Climate and Decisional Participation Profiles were constructed for each of the 13 sites. Their purpose was to document the school climate and decisional participation in each school during the first year of the study. A narrative description of each school, based on the profile, was also written. It was planned to construct a new profile following each administration of the two instruments. A comparison between profiles would document changes in climate and decisional participation in each school.

Three school profiles will be presented: Mercury School, a Wisconsin urban school, and Rise and Meadow schools, two Wisconsin nonurban schools.

The selection of Rise and Meadow schools was made on the basis of each school's overall response to the Profile of a School instrument. Of the seven nonurban schools, Rise School was characteristic of a school with the best or most desirable school climate, i.e., the highest mean scores. Meadow School was the school with the least desirable school climate, i.e., the lowest mean scores. Mercury School was selected because of its urban location and its state of approximate decisional equilibrium on the 34 decisional issues. Since only baseline data were collected, the discussion of each school is limited to a descriptive narrative. The School Climate and Decisional Participation Profiles for each of the remaining 10 schools are found in Appendix D. No attempt was made to draw any conclusions concerning the relationship between school climate or decisional participation and the process of planned educational change.

Mercury School

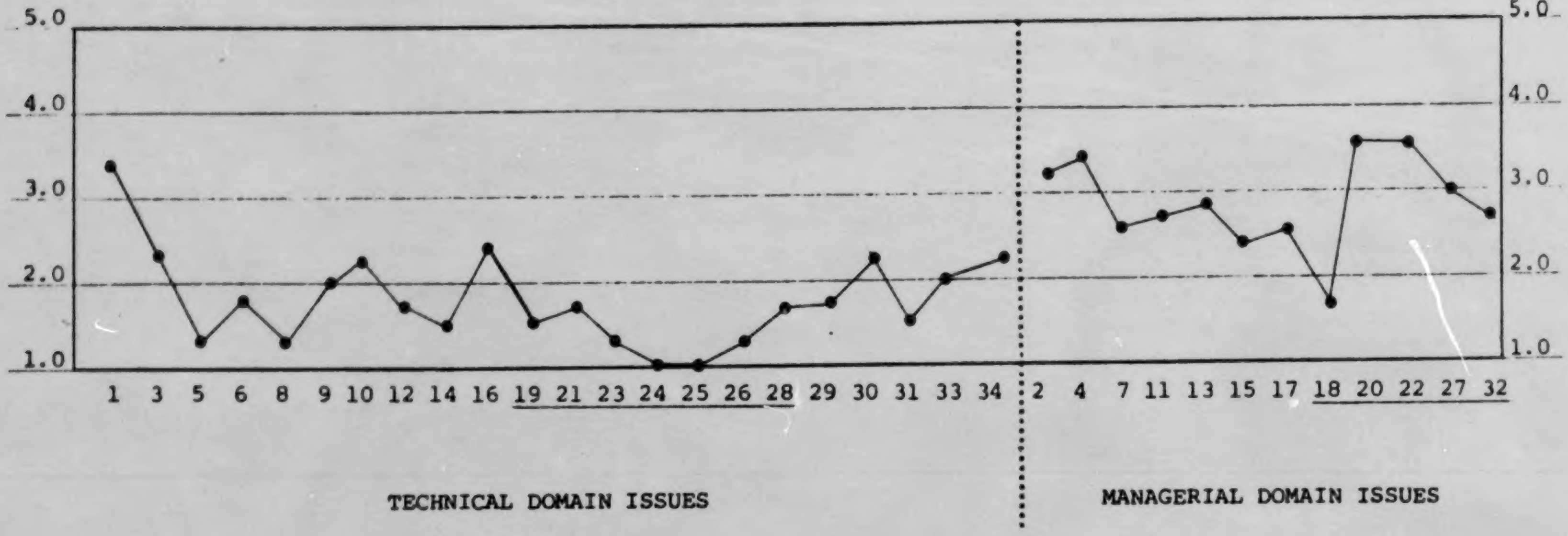
Mercury School was located in Wisconsin's largest urban area. Districtwide, during the first year of the study, average costs per pupil were higher than the state average (+$250); the non-public school enrollment was higher than the state average (+8%); the professional staff per student ratio was 1:18.8; and the minority population enrollment was 46.8%.

Mercury School, a newer building, was built and designed to be an IGE school. The four instructional units were arranged in the school's three pods. There were neither MAPE nor special service units, but there were 4.8 FTE support staff. A total of 18 classroom teachers and 11 aides also worked with the more than 400 students. The minority population in the school was approximately 33%. The current principal began administering the building four years ago when it opened as an IGE school (Davis et al., 1979).

Decisional participation in the primary unit during the first semester of the first year of the study as reported by the Decisional Participation Index is presented on the Decisional Participation Profile, Figures 1-3. Overall, the decisional issues in the technical domain were reported to be more important than those in the managerial domain (Figure 1). Mean scores for all but six technical domain issues fell between the "important" and "very important" levels. Only one issue, number 1, fell below the "somewhat important" level. In the managerial domain, 7 of the 12 issues fell between the "somewhat important" and the "important" levels. Four issues were reported between the "somewhat important" and "somewhat unimportant" levels. One issue, number 20, was in the "important" to "very important" range.

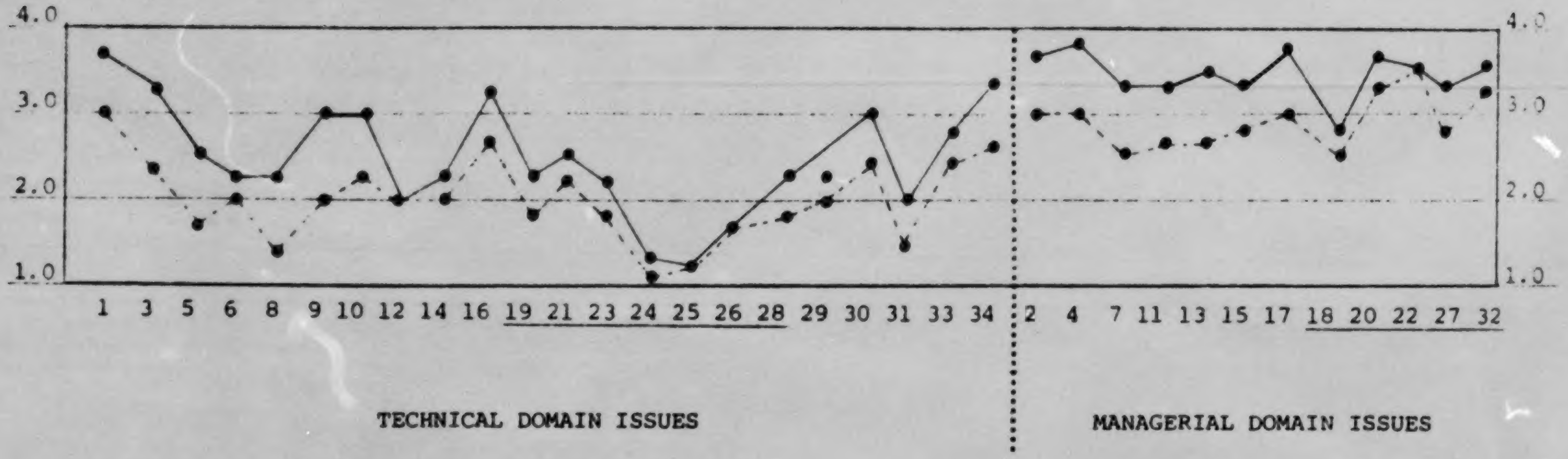
The most important and the least important decisional issues in Mercury School are listed in Table 5. Four of the six "most important" issues, 24, 25, 23, and 26, were issues directly associated with the innovation. Two innovation specific issues, 20 and 22, were reported in the "least important" category.

The locus of decisional impact clearly differentiated the most important from the least important decisional issues. All of the



Scale: 1 = Very Important
2 = Important
3 = Somewhat Important
4 = Somewhat Unimportant
5 = Unimportant

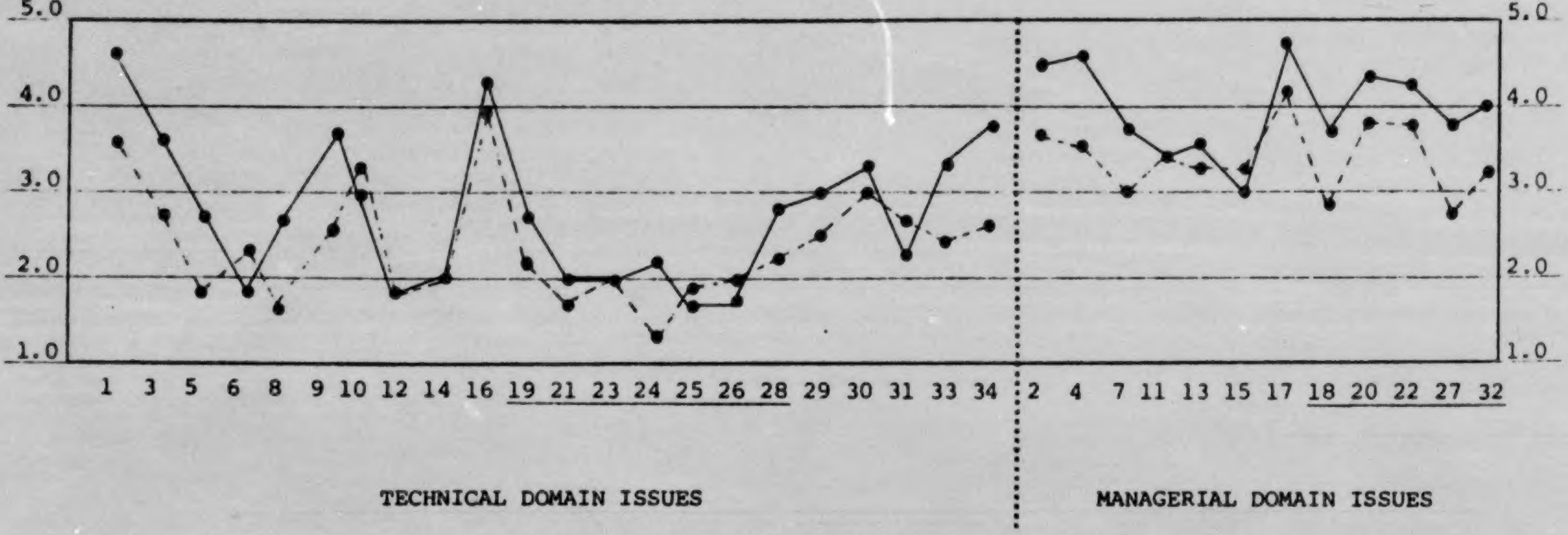
Figure 1. Decisional Participation Profile Part One: Decisional Importance (Mercury School)



Key: ———— = Frequency of Actual Participation - - - - - - = Frequency of Desired Participation

Scale: 1 = Always
2 = Often
3 = Sometimes
4 = Never

Figure 2. Decisional Participation Profile Part Two: Frequency of Participation (Mercury School)



Key: ———————— = Extent of Actual Participation   - - - - - - - = Extent of Desired Participation

Scale:
1 = Make Decision
2 = Recommend Alternatives
3 = Develop Possible Alternatives
4 = Provide Information
5 = No Involvement

Figure 3. Decisional Participation Profile Part Three: Extent of Participation (Mercury School)

Table 5

The Most Important and Least Important Decisional Issues in Mercury School

Most Important			Least Important		
Issue #	Issue	Mean	Issue #	Issue	Mean
24	Determining the grouping procedures to be used for instruction in your unit.	1.00	20	Establishing educational objectives for students in units other than your own.	3.7
25	Determining the instructional method to be used with students in your unit.	1.00	22	Developing procedures including instruments, for assessing the level of student achievement, motivation, and/or learning style for students in your school.	3.7
5	Resolving learning problems of individual students in your unit.	1.3	1	Hiring new teaching personnel for your unit.	3.4
8	Establishing student disciplinary policies for your unit.	1.3	4	Selecting specific instructional tests for schoolwide use.	3.4
23	Determining specific educational objectives for individual students within your unit.	1.3	2	Hiring new teaching personnel for your school.	3.2
26	Determining the procedures to be used in assessing the attainment of educational objectives for students in your unit.	1.3			

"most important" decisional issues were focused at the unit level, either related to the planning and delivery of instruction or to students assigned to the unit. While instruction and students at the unit level clearly dominated the "most important" decisional issues, the "least important" decisional issues focused on instruction at the school level. Two examples illustrated this point. Decisional issue 23, one of the most important issues, focused on setting objectives for students in the unit. The same task, setting the range of objectives for students in other units but at the school level, was reported to be the "least important" issue. Likewise, determining assessment procedures, issue 26, was a "most important" issue, while setting the assessment procedures at the school level, issue 22, was one of the "least important" issues. A related issue, selecting instructional tests at the school level, was also in the "least important" category.

The instructional program in IGE incorporates the characteristic of continuous progress and demands the careful articulation of instructional objectives, programs, and practices among and between teachers at all grade or unit levels in the school. At Mercury School the teachers in the primary unit were definitely oriented toward specific unit objectives and programs, with the corresponding schoolwide instructional objectives and program issues reported as relatively unimportant. If this general unit orientation toward instruction was also prevelant among the other units in the school, its influence upon the successful implementation of the innovation may have been staggering.

Two additional issues reported in the "least important" category concerned hiring teachers at both the unit and school levels. The ratings of these two issues may have been influenced by the general conditions and employment practices in the district. The district had experienced declines in student enrollment and a drop in the rate of teacher turnover. These conditions resulted in the employment of a limited number of teachers new to the district. Also, the negotiated master contract contained a provision that carefully outlined the district's voluntary and involuntary transfer procedures. As a result of these two circumstances, few new teachers and a well defined transfer procedure, hiring new personnel was an infrequent occurrence and perhaps not an important issue to teachers.

While many additional observations concerning staff participation in decision making were possible, of particular interest was the relative state of decisional equilibrium that existed in the teachers' actual and desired level of both frequency and extent of participation (Figures 2-3). As indicated in Figure 2, the frequency of participation closely approached equilibrium, though there was a slight overall level of deprivation for most items. Deprivation was much less pronounced for technical domain issues than for managerial domain issues. The technical domain issues associated specifically with the innovation, 19, 21, 23-26, and 28, were closer to a state of decisional equilibrium than were the items unrelated to the innovation, the technical domain issues. Two of the innovation specific issues, 25 and 26, in fact, had identical scores for desired and actual frequency of participation. Issue 12 of the nonindexed issues was also at equilibrium.

In the managerial domain the level of decisional deprivation was, overall, slightly greater than in the technical domain. The difference, however, was much less for those items associated directly with the innovation, issues 18, 20, 22, and 27. Issue 22 was actually at the point of equilibrium. The two decisional issues in the technical domain, 25 and 26, which were in decisional equilibrium, were in the "most important" category; and issue 22, also at equilibrium and a managerial issue, was in the "least important" category.

In the Extent of Participation Profile (Figure 3) a similar state of decisional equilibrium pattern existed except there was an absence of a greater overall level of deprivation in the managerial domain when compared to the technical domain. While the perceived actual extent of participation closely parallels the desired extent of participation, with equilibrium occurring for issues 12, 14, and 23, there were six issues, 6, 10, 25, 26, 31, and 15, where decisional saturation occurred, a condition where the actual extent of participation exceeded the desired extent of participation. One issue in a state of decisional equilibrium, issue 23, and two issues in a state of decisional saturation, issues 25 and 26, were in the "most important" category.

Overall, the primary teachers rated the relative degree of importance of 34 decisional issues. Technical domain issues were generally rated as more important than issues in the managerial domain. The teacher's level of participation in the 34 issues approached a state of decisional equilibrium, a state in which they were participating at a frequency and an extent to which they desired to participate. When deviation from equilibrium occurred, teachers reported that they were participating in several issues to an extent more than they would desire to participate. Further, teachers reported they were participating in decisions at a level at which they desired to participate for those issues specific to the innovation. With respect to noninnovation specific issues, the discrepancy between actual and desired levels of participation was slightly greater.

The School Climate Profile for Mercury School (Figures 4-5) are presented primarily for reader interest. Several observations based on the profile were related to the overall decision-making process. Many of the climate indicators described school conditions within which the decision-making process occurred. Based on the primary teachers' responses to those questions the following observations were noted. The teachers reported a moderate to high level of trust and confidence in the principal. The same level of confidence and trust was also reported to exist between the principal and the teachers. The teachers further reported that the principal had a "very great" influence upon what happened in the school, while the teachers had "quite a bit" of influence. While the difference between the level of teacher and principal influence was only a matter of degree, the teachers believed that teachers and the principal should have the same level of influence, "very great."

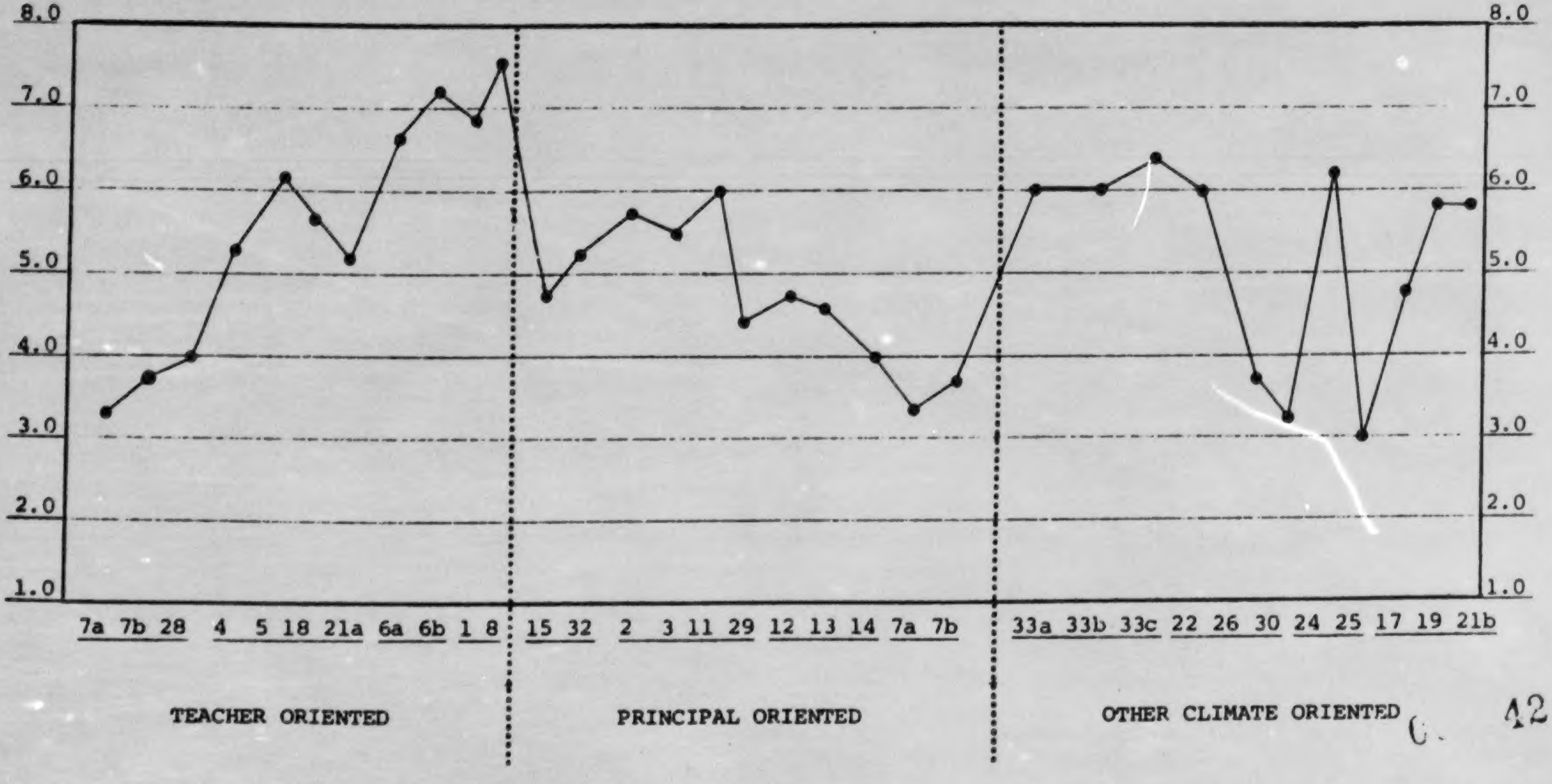


Figure 4. School Climate Profile (Mercury School)

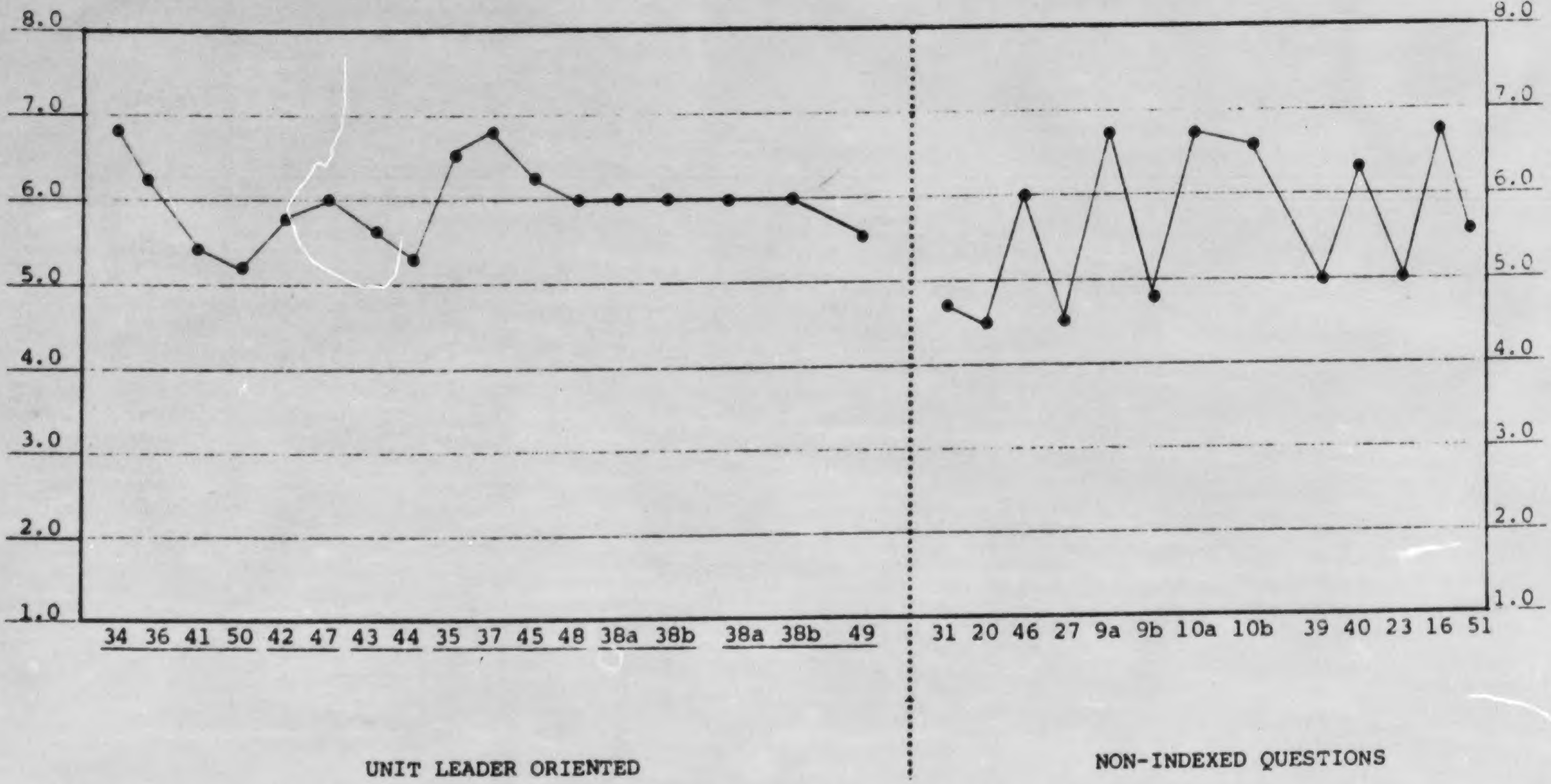


Figure 5. School Climate Profile (Mercury School)

With respect to the school's communication patterns, only some of the information provided to the teachers by the principal was viewed as being useful. The communications from the principal, irrespective of its usefulness, was usually viewed with trust. Communications within Mercury School were described as moving from the top down as well as from the bottom up. The communications, especially communications from teachers to the principal, were described as being fairly accurate.

Unlike the decisional participation questionnaire in which specific decisional issues were rated, the climate questionnaire queried teachers about decisions and decision making in general. Overall, decisions were reported to be made in Mercury School at levels "somewhat too high." Teachers were also moderately involved in decisions that affected them. It was also reported that decision makers were not fully aware of the problems confronting teachers. Who "decision makers" were was not specified. Overall, the highly satisfying level of decisional participation reported in the Decisional Participation Profile was not fully supported by climate indicators in the School Climate Profile. However, the data in the Decisional Participation Profile were related to specific issues while the data in the School Climate Profile were related to decisions in general and the overall decision-making process.

A final observation concerned the primary unit's orientation toward its own instructional program and students as discussed earlier in this paper. If this orientation was also found in other units it could hamper the successful implementation of the innovation, specifically as it related to the implementation of a continuous progress instructional program. Teacher responses to several climate questions support the existence of a unit orientation in the primary unit and suggests that this orientation was also held by members of other units in the school. "Quite a bit of encouragement" given by and toward other teachers was reported to occur in the school. Teachers, students, and principal were also reported to work as a team. Additionally, only "some" instructional program planning and coordination was reported between the different units. This suggests that while teamwork was characteristic of the individual unit's daily operations, the teamwork was confined to members in each of the different units with limited planning and coordination between them.

Rise School

Rise School was located in a city of approximately 50,000 people. The school, traditional in design, was in its seventh year of IGE implementation. Rise School had several unique features. It was the only school in the research sample which used both DMP and the WDRSD. It was also the only school using the Pre-Reading Skills Program. DMP was used in kindergarten through grade six in a nonmodified form. The Word Attack and Study Skills elements of WDRSD were modified for use in grades one through six.

The school district was unique in yet another aspect. Over one-fourth of the district's children were enrolled in private schools. That figure exceeded the state average by more than 10%.

Other descriptive data about Rise School included a student population of almost 400, an instructional staff of 14.5, a support staff of 3.8, and 2.5 paid aides. Further, the school was organized into four instructional units and the principal had eight years of experience. Finally, the district professional staff per student ratio was 1:17.3.

Rise School had the highest overall school climate mean scores on the modified Profile of a School instrument. The school's School Climate Profile (Figures 6 and 7) indicated a school climate that approached the desired "ideal" level as measured by the instrument. The characteristics of the relationships between teachers and the principal were reported to also exist between the principal and the teachers. For example, teachers reported that they had a very high level of trust in the principal. Similarly it was reported by the teachers that the principal had a very high level of trust in the teachers. Teachers and principal shared the same level of confidence and trust for each other. The indicators describing the "climate" between teachers and their unit leader (Figure 7) were also very high, in fact, higher than the teacher, principal, and general climate oriented indices.

The decisional participation patterns in Rise School (Figures 8-10) were similar to those characterizing Mercury School. Overall, the technical domain issues were reported to be more important than the managerial issues. The distinction between the importance of innovation specific issues and noninnovation specific issues was not as evident as was reported in Mercury School. Also, a state of decisional

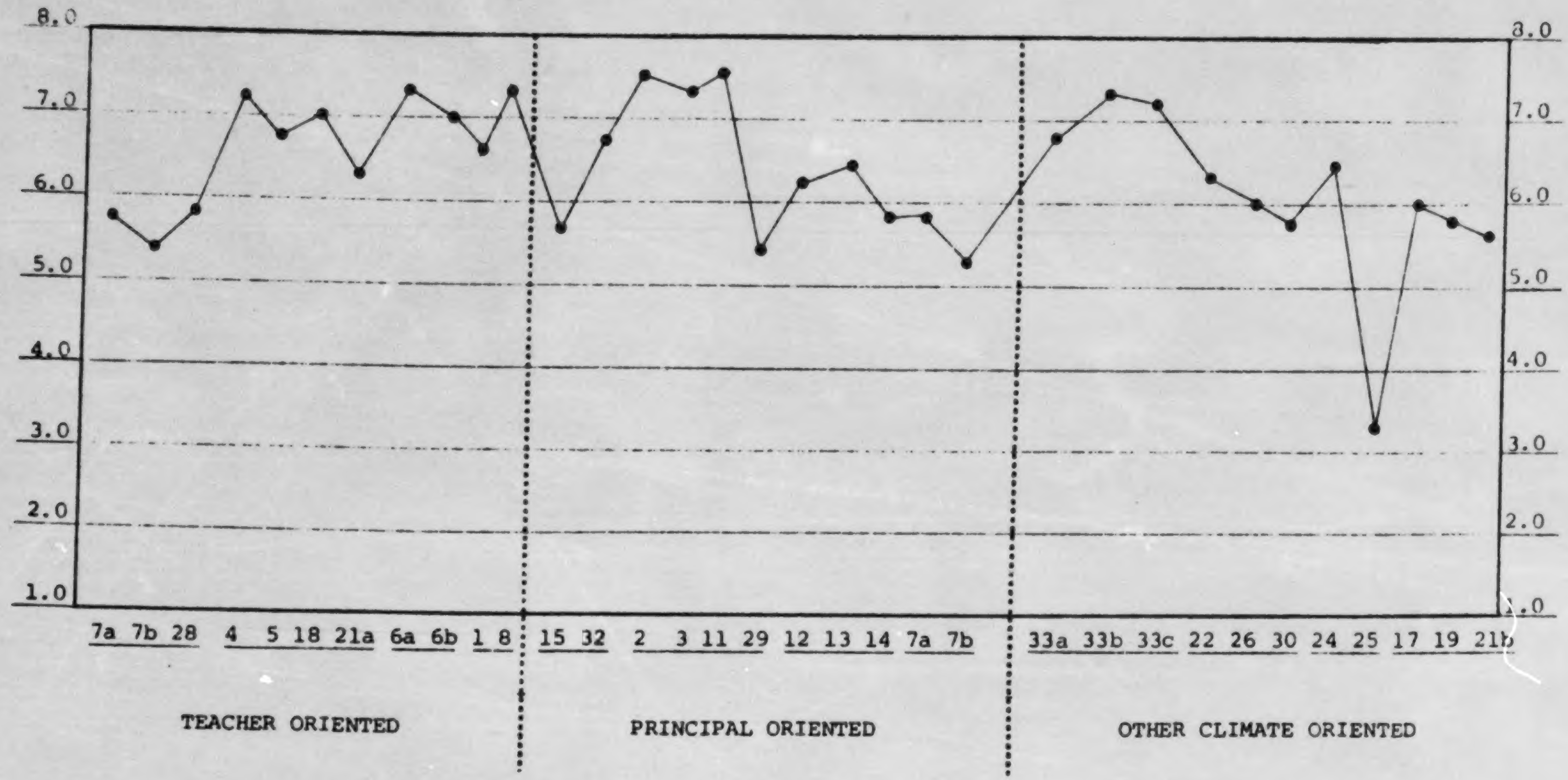


Figure 6. School Climate Profile (Rise School)

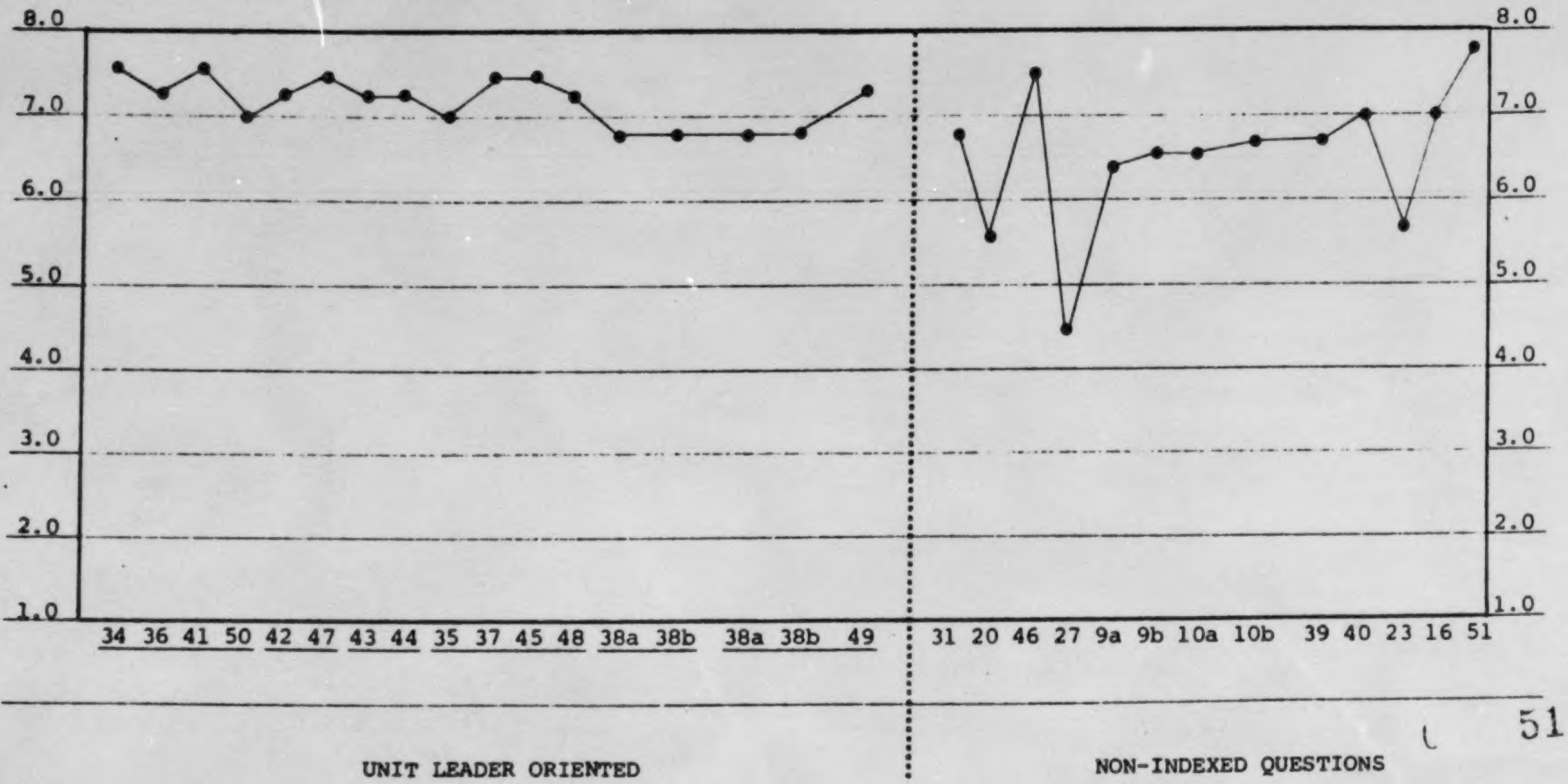


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Figure 7. School Climate Profile (Rise School)

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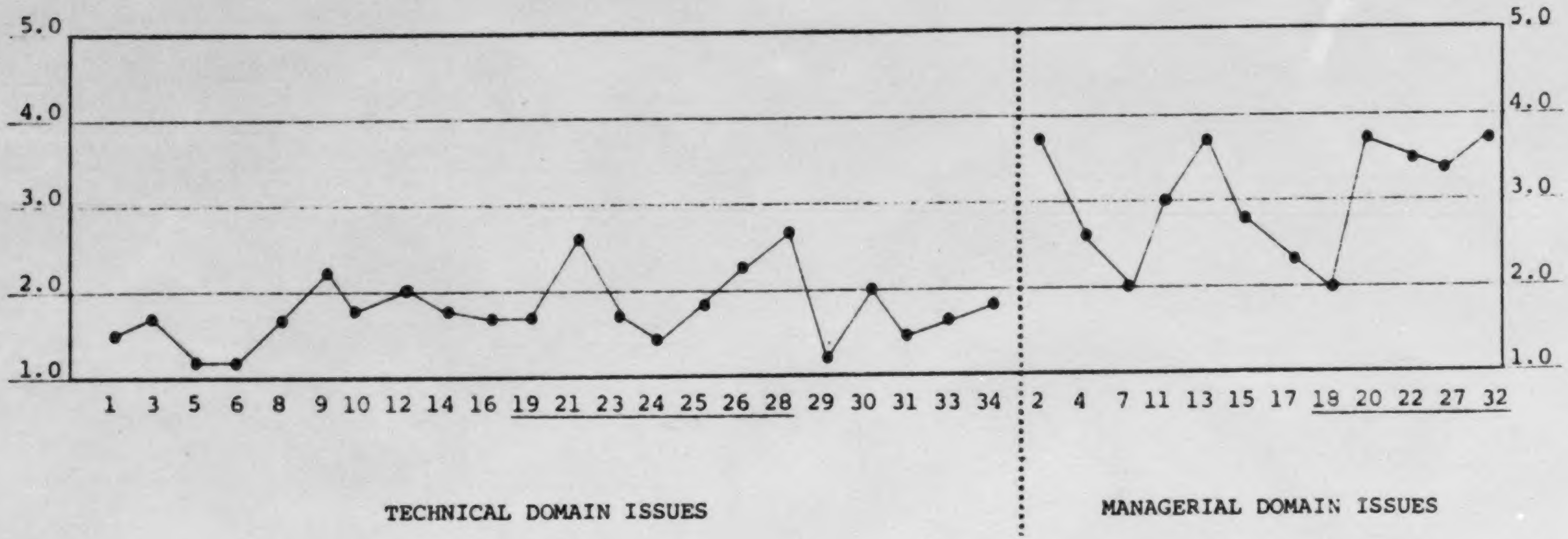
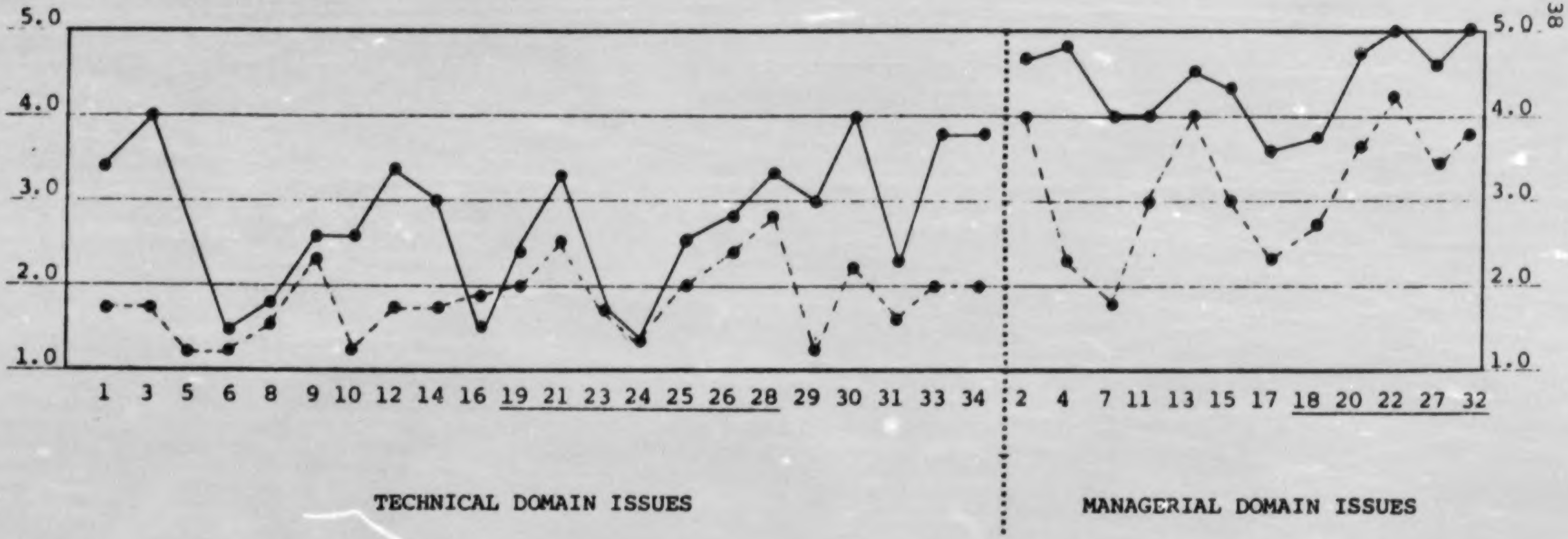


Scale: 1 = Very Important
2 = Important
3 = Somewhat Important
4 = Somewhat Unimportant
5 = Unimportant

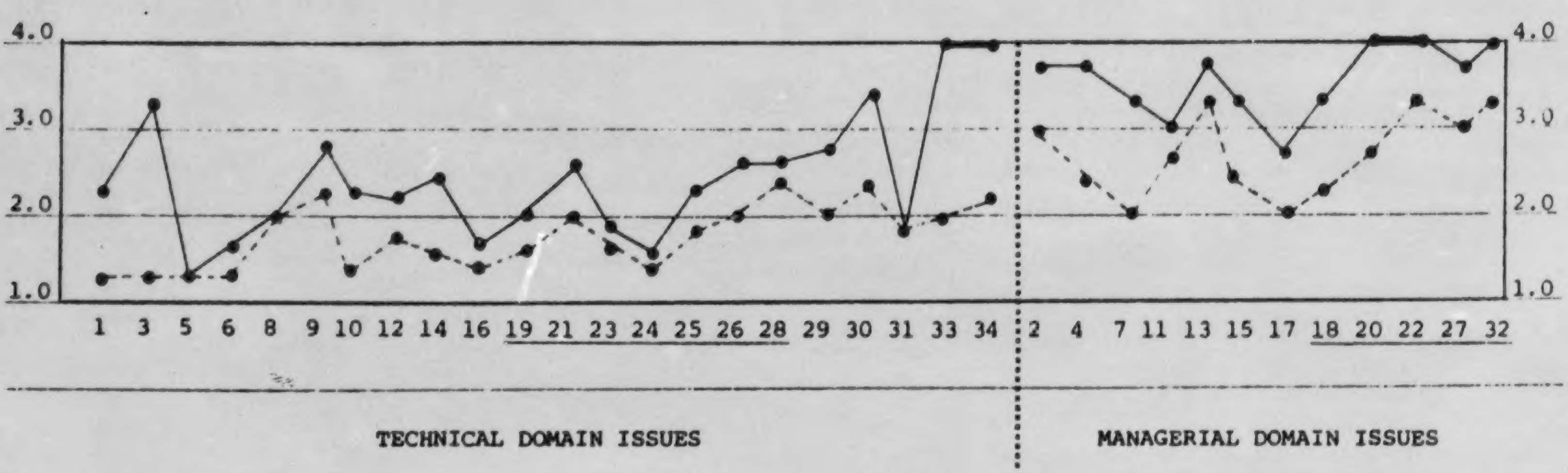
Figure 8. Decisional Participation Profile Part One: Decisional Importance (Rise School)



Key: ———— = Extent of Actual Participation - - - - - - = Extent of Desired Participation

Scale: 1 = Make Decision
2 = Recommend Alternatives
3 = Develop Possible Alternatives
4 = Provide Information
5 = No Involvement

Figure 9. Decisional Participation Profile Part Three: Extent of Participation (Rise School)



Key: ———— = Frequency of Actual Participation - - - - - = Frequency of Desired Participation

Scale: 1 = Always
2 = Often
3 = Sometimes
4 = Never

Figure 10. Decisional Participation Profile Part Two: Frequency of Participation (Rise School)

equilibrium was not characteristic of Rise School, particularly in the "extent of participation" dimension (Figure 10). While the actual and desired frequency and extent of participation patterns were similar in general, there was a noticeable difference between them. Thus, a state of decisional deprivation existed at Rise School.

Meadow School

Meadow School, a small rural school, had less than 100 students. The children were arranged in two instructional units, first and second grades and third through fifth grades. The lower unit occupied individual classrooms while the upper unit shared one large pod. A total of five regular teachers, nine special teachers, and two aides worked with the two instructional units. There was one MAPE and one special service unit each. The building principal, who had 2 years of experience, administered Meadow School in addition to another elementary school in the district.

Meadow School was an IGE school for 6 years. It used four elements of the WDRSD--Word Attack (grades 1-2), Creative Reading (grades 1-5), Interpretive Reading (grades 1-5), and Self-directed Reading (grades 1-5)--in a nonmodified form.

Districtwide, the school system spent $200 per pupil less than the state average. The professional staff per student ratio was 1:16. The percentage of minority students was 1.5 and the percentage of district children enrolled in nonpublic schools was about 8 (Davis et al., 1979).

Meadow School was selected for discussion because of its low mean scores on the Profile of a School instrument. As shown on Meadow School's School Climate Profile (Figures 11 and 12) the mean scores were low and form a very erratic pattern.

The erratic nature of the profile is partly due to the perceived difference between the teachers-principal relationships and the principal-teachers relationships. Item 6a (Figure 11) indicated that teachers "often" attempt to be friendly and supportive to the principal. However, they also reported that "rarely" did they perceive the principal as being friendly and supportive to teachers (Item 2, Figure 11). The teachers also reported that they had the same level of trust in the principal as they perceived the principal had in them, a "little" (Items 3 and 4, Figure 11). It was also reported that teacher ideas were "rarely" sought and used by the principal, Items 7a and 7b. Also, the teachers did not feel free to talk to the principal about school matters (Item 5, Figure 11).

While there were many other indicators of a "low" level of school climate there were several "high" school climate indicators at Meadow School. To a "considerable" extent teachers looked forward to their teaching day and found their work "quite satisfying" (Item 1, Figure 11; Item 16, Figure 12). "Quite a bit" of encouragement between teachers was also reported to exist (Item 23, Figure 12). The relationship between the unit leader and the teachers in the unit was reported to be very high (Figure 12).

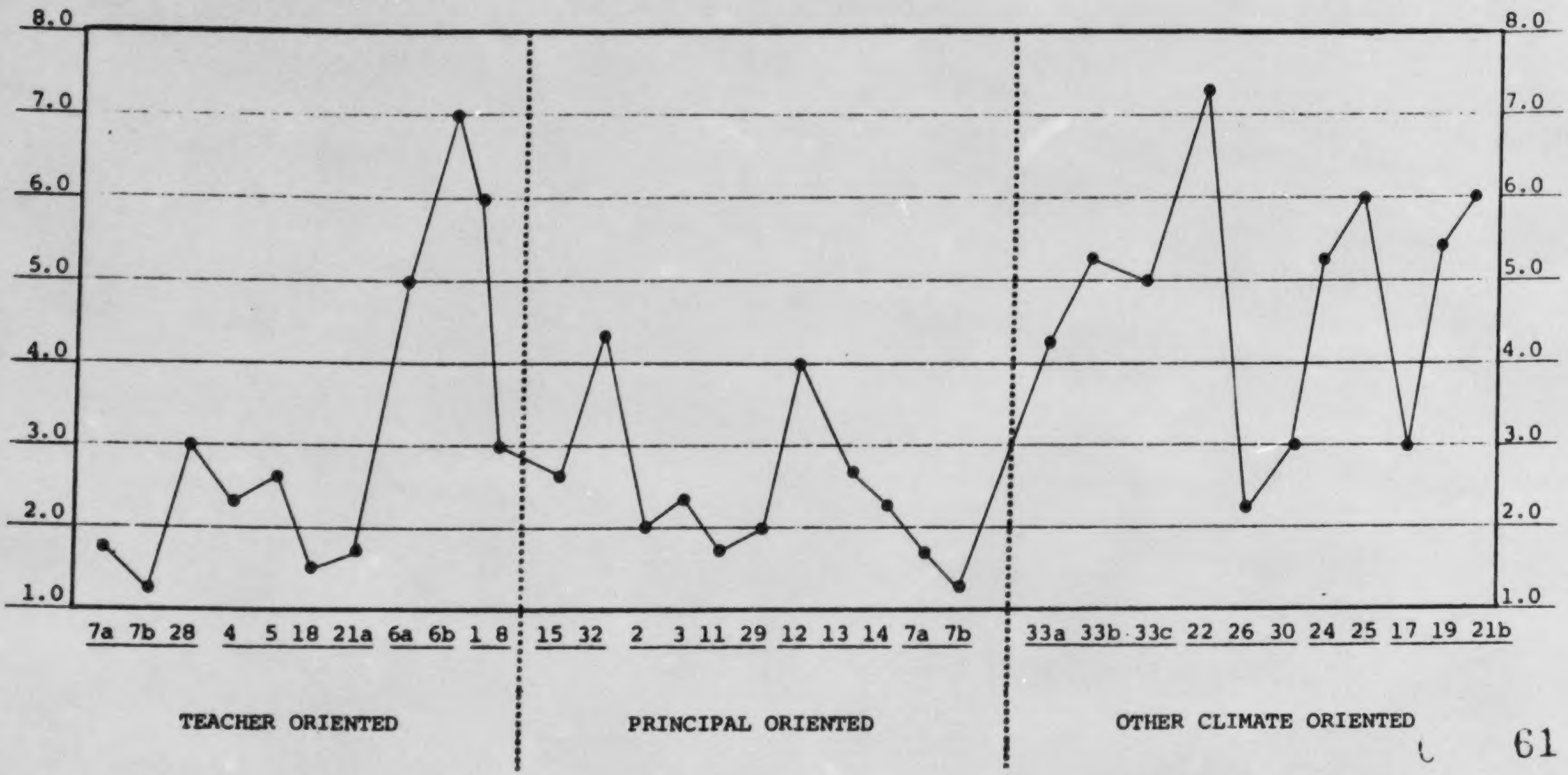


Figure 11. School Climate Profile (Meadow School)

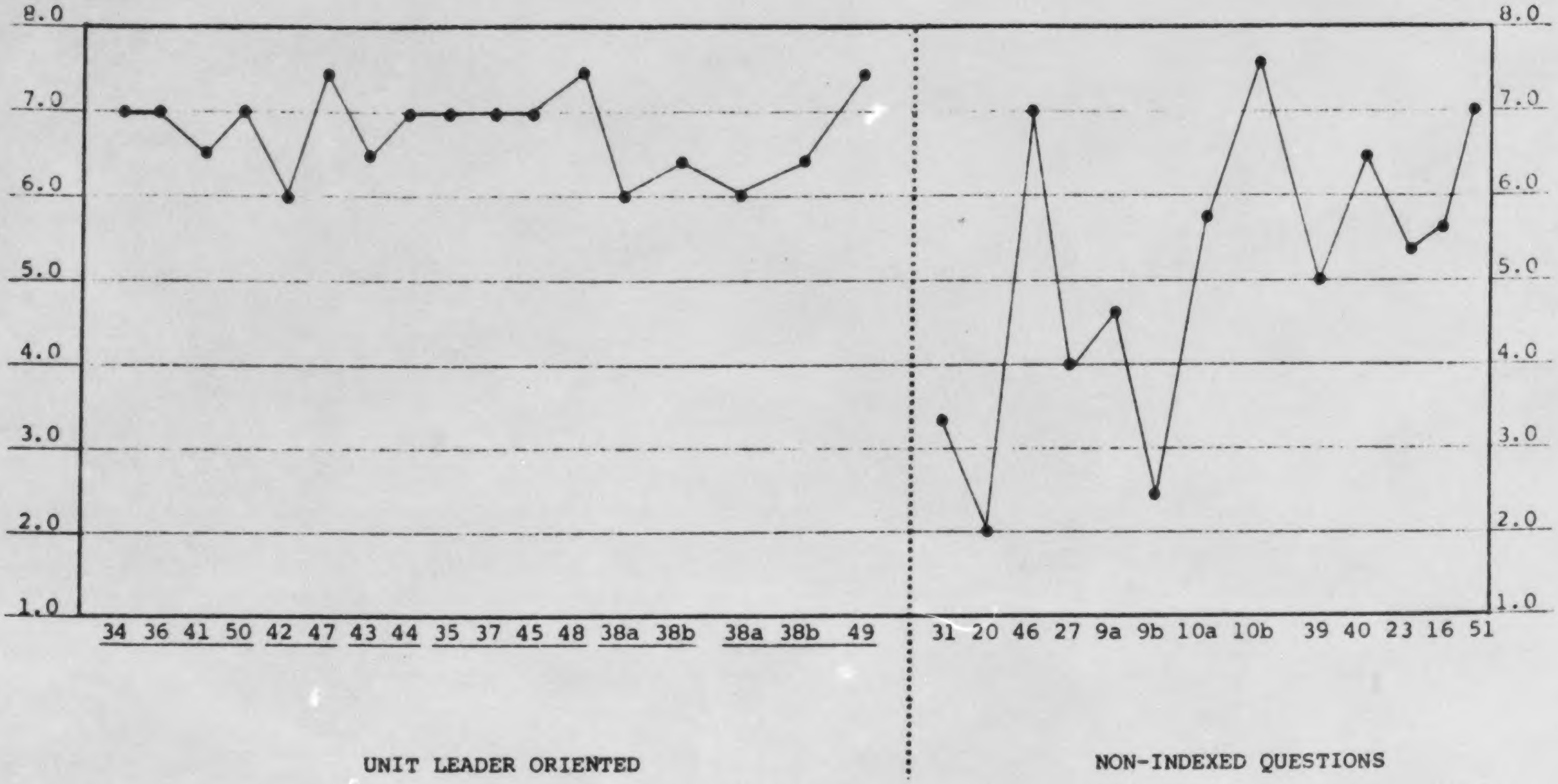
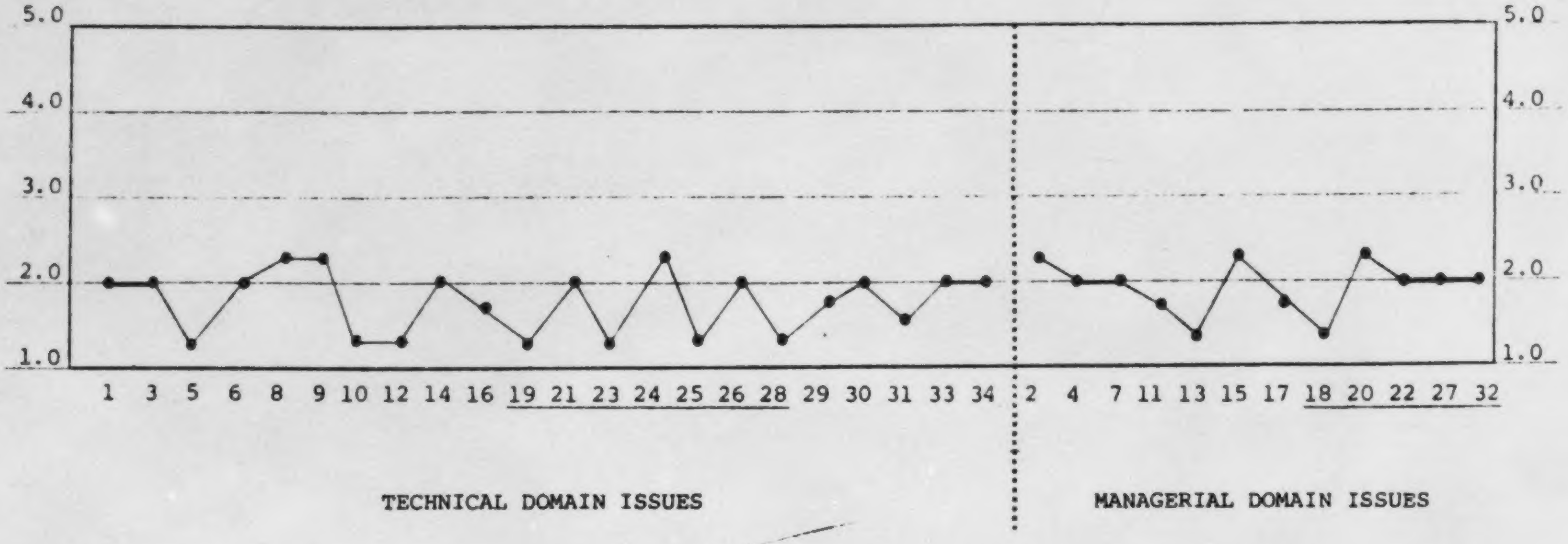


Figure 12. School Climate Profile (Meadow School)

Interestingly, the teachers reported that they should have more influence than the principal on school matters (Items 10a and 10b, Figure 12). The unit leader should have more influence on school matters than the principal but less than the teachers (Item 40, Figure 12). It was reported that in practice unit leaders had the most influence over school matters, "quite a bit." The principal was reported to have a little less influence than unit leaders and that the teachers had the least influence, midway between "very little" and "some" (Items 9a, 9b, and 39, Figure 12).

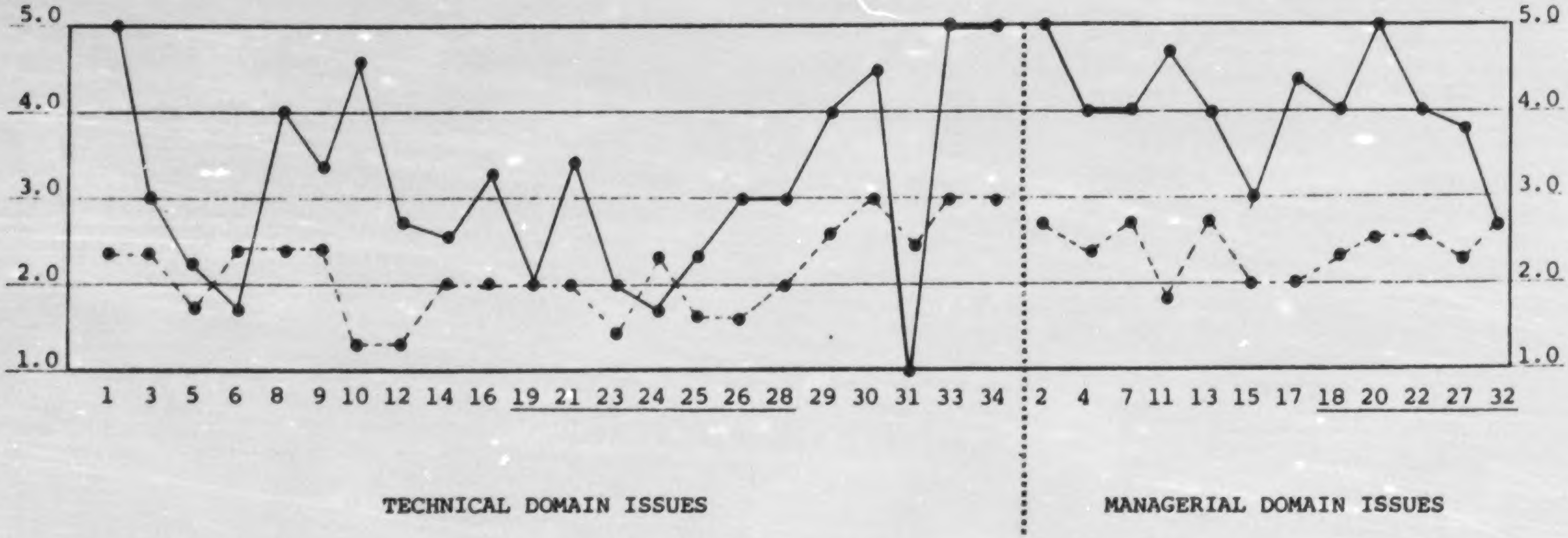
Decisions, decision making, and influence patterns reported using the school climate instrument were also reflected in the Decisional Participation Profile (Figures 13-15). As seen on Figure 13 every decisional issue was rated in the important-very important range. The pattern of decisional importance found in Mercury and Rise schools was absent in the Meadow School's Profile; technical domain issues were not, overall, rated as more important than managerial domain issues.

The relationship between the actual and desired frequency and extent of participation patterns was also absent in the Meadow School Profile (Figures 14 and 15). Not only was the parallel nature of the patterns absent but an obvious state of decisional deprivation existed. As reported on Figure 14, overall, teachers desired to "often" or "always" participate in 30 decisional issues. Only four issues, 16, 13, 15, and 17, were reported below a frequency of "often." These issues focused on resolving problems with the community at both the



Scale:
1 = Very Important
2 = Important
3 = Somewhat Important
4 = Somewhat Unimportant
5 = Unimportant

Figure 13. Decisional Participation Profile Part One: Decisional Importance (Meadow School)



Key: ——— = Extent of Actual Participation - - - - = Extent of Desired Participation

Scale: 1 = Make Decision
2 = Recommend Alternatives
3 = Develop Possible Alternatives
4 = Provide Information
5 = No Involvement

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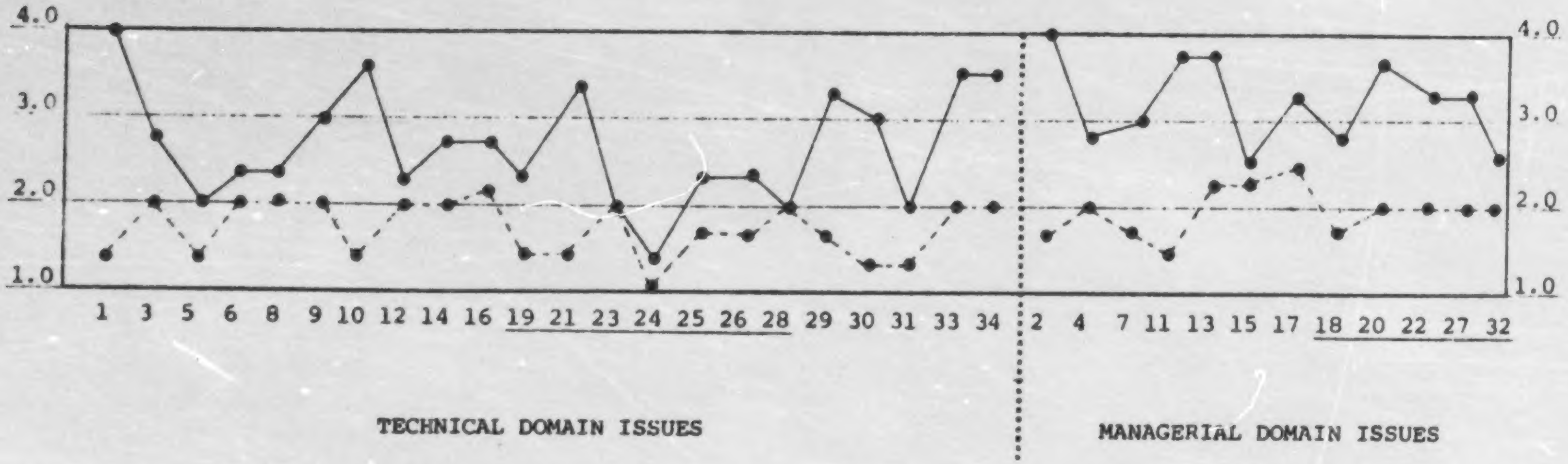
Figure 14. Decisional Participation Profile Part Three: Extent of Participation (Meadow School)



Key: ———— = Frequency of Actual Participation - - - - - = Frequency of Desired Participation

Scale: 1 = Always
2 = Often
3 = Sometimes
4 = Never

Figure 15. Decisional Participation Profile Part Two: Frequency of Participation (Meadow School)

school and unit levels, determining teaching assignments in the school and in the unit, and allocating space and facilities in the school.

While a high frequency of participation was desired, Figure 14 indicated that, in fact, an extremely low participational frequency was perceived to exist. Teachers reported that they were never or infrequently, at best, involved in eight of the issues, 1, 10, 33, 34, 2, 11, 13, and 20 (Figure 14).

The relationship between the actual and desired extent of participation was also a state of decisional deprivation in Meadow School. Teachers reported, however, they were involved in three issues, 6, 24, 31, to an extent more than they desired. Interestingly, Issue 6, "determining appropriate instructional methods and techniques for students in your unit," and Issue 24, "determining grouping procedures to be used for instruction in your unit," had direct impact on the delivery of instruction and are frequently held to be important teacher decisions.

Based on teacher participant responses to the Profile of a School and the Decision Participation Index instruments, School Climate and Decisional Participation Profiles were constructed for each of the 13 school sites. Their purpose was to document the school climate and decisional participation in each school during the first year of the study. A narrative description of each school, based on the profile was also written. It was planned to construct a new profile following each administration of the two instruments. A comparison between profiles would document changes in climate and decisional participation in each school. The present report describes only the baseline data in 3 of the 13 research sites.

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APPENDIX A

POS Teacher Form

APPENDIX A

POS Teacher Form

Index Titles

1		87A	GOAL COMMITMENT (SCHOOL)
2		88A	DECISION PROCESS (SYSTEM)
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5		91A	PR RECEPTVTY TO TR IDEAS
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26		96C	COMPETENCE OF DH
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33	INTERVENING:		SUBORDINATES' PERCEPTION
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36	CAUSAL:		TRS' APPRAISAL OF DEPT. HD.
37	INTERVENING:		COMMUNICATION
38	INTERVENING:		OTHER INDEXES

APPENDIX B

Modified Profile of a School

APPENDIX B

**WISCONSIN RESEARCH AND DEVELOPMENT CENTER
FOR INDIVIDUALIZED SCHOOLING**

UNIVERSITY OF WISCONSIN MADISON SCHOOL OF EDUCATION
1025 W Johnson Street Madison, Wisconsin 53706 (608) 263-4200

PROFILE OF A SCHOOL

INSTRUCTIONS

1. Each question has eight possible responses. Please answer by filling in one of the numbered circles on the answer sheet. *For example, suppose that the question were:*

	RARELY	SOMETIMES	OFTEN	VERY OFTEN
How often does the sun shine in your town?	① ②	③ ④	⑤ ⑥	⑦ ⑧

If you think that the sun shines "often," you would fill in circle ⑤ or ⑥. You would fill in ⑤ if you feel that the situation is closer to "sometimes." you would fill in ⑥ if you feel that the situation is closer to "very often."

2. When questions are asked about teachers or students in general, answer the questions to describe the average situation or reaction. If you do not find an answer to exactly fit your needs, use the one that is closest to it. If the question is not applicable to your situation, please omit answering that question.

(BEGIN ON PAGE 2)

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	VERY LITTLE	SOME	CONSIDERABLE	VERY GREAT
1. To what extent do you look forward to your teaching day?	① ②	③ ④	⑤ ⑥	⑦ ⑧

	RARELY	SOME-TIMES	OFTEN	VERY OFTEN
2. How often do you see the principal's behavior as friendly and supportive?	① ②	③ ④	⑤ ⑥	⑦ ⑧

	VERY LITTLE	SOME	QUITE A BIT	VERY GREAT
3. How much confidence and trust does the principal have in you?	① ②	③ ④	⑤ ⑥	⑦ ⑧
4. How much confidence and trust do you have in the principal?	① ②	③ ④	⑤ ⑥	⑦ ⑧

	NOT FREE	SOMEWHAT FREE	QUITE FREE	VERY FREE
5. How free do you feel to talk to the principal about school matters?	① ②	③ ④	⑤ ⑥	⑦ ⑧

	RARELY	SOME-TIMES	OFTEN	VERY OFTEN
6. How often do you try to be friendly and supportive to:				
a. the principal	① ②	③ ④	⑤ ⑥	⑦ ⑧
b. other teachers	① ②	③ ④	⑤ ⑥	⑦ ⑧
7. How often does the principal seek and use your ideas about:				
a. academic matters	① ②	③ ④	⑤ ⑥	⑦ ⑧
b. non-academic school matters	① ②	③ ④	⑤ ⑥	⑦ ⑧

	USUALLY A WASTE OF TIME	SOMETIMES A WASTE OF TIME	OFTEN WORTH-WHILE	ALMOST ALWAYS WORTHWHILE
8. In your job, is it worthwhile or a waste of time to do your best?	① ②	③ ④	⑤ ⑥	⑦ ⑧

	VERY LITTLE	SOME	QUITE A BIT	VERY GREAT
9. How much influence do the following have on what goes on in your school?				
a. principal	① ②	③ ④	⑤ ⑥	⑦ ⑧
b. teachers	① ②	③ ④	⑤ ⑥	⑦ ⑧

	VERY LITTLE	SOME	QUITE A BIT	VERY GREAT
10. How much influence do you think the following should have on what goes on in your school?				
a. principal	① ②	③ ④	⑤ ⑥	⑦ ⑧
b. teachers	① ②	③ ④	⑤ ⑥	⑦ ⑧
11. How much do you feel that the principal is interested in your success as a teacher?	① ②	③ ④	⑤ ⑥	⑦ ⑧

	VERY LITTLE	SOME	CONSIDERABLE	VERY GREAT
12. To what extent does the principal make sure that planning and setting priorities are done well?	① ②	③ ④	⑤ ⑥	⑦ ⑧
13. To what extent does the principal try to provide you with the materials, equipment and space you need to do your job well?	① ②	③ ④	⑤ ⑥	⑦ ⑧
14. To what extent does the principal give you useful information and ideas?	① ②	③ ④	⑤ ⑥	⑦ ⑧
15. To what extent are you encouraged to be innovative in developing more effective and efficient educational practices?	① ②	③ ④	⑤ ⑥	⑦ ⑧

	NOT SATISFYING	SOMEWHAT SATISFYING	QUITE SATISFYING	SATISFYING
16. How satisfying is your work at your school?	① ②	③ ④	⑤ ⑥	⑦ ⑧

	FROM THE TOP DOWN	MOSTLY DOWN	DOWN AND UP	DOWN, UP & LATERALLY
17. What is the direction of the flow of information about academic and non-academic school matters?	① ②	③ ④	⑤ ⑥	⑦ ⑧

	VIEWED WITH GREAT SUSPICION	SOME VIEWED WITH SUSPICION, SOME WITH TRUST	USUALLY VIEWED WITH TRUST	ALMOST ALWAYS VIEWED WITH TRUST
18. How do you view communications from the principal?	① ②	③ ④	⑤ ⑥	⑦ ⑧

	USUALLY INACCURATE	OFTEN INACCUATE	FAIRLY ACCURATE	ALMOST ALWAYS ACCURATE
19. How accurate is upward communication to the principal?	① ②	③ ④	⑤ ⑥	⑦ ⑧

	NOT WELL	SOMEWHAT WELL	QUITE WELL	VERY WELL
20. How well does the principal know the problems faced by the teachers?	① ②	③ ④	⑤ ⑥	⑦ ⑧

	VERY LITTLE	SOME	CONSIDERABLE	VERY GREAT
21. To what extent is communication open and candid:				
a. between principal and teachers	① ②	③ ④	⑤ ⑥	⑦ ⑧
b. among teachers	① ②	③ ④	⑤ ⑥	⑦ ⑧

	USUALLY IGNORED	APPEALED BUT NOT RESOLVED	RESOLVED BY PRINCIPAL	RESOLVED BY ALL THOSE AFFECTED
22. In your school, how are conflicts between units usually resolved?	① ②	③ ④	⑤ ⑥	⑦ ⑧

	VERY LITTLE	SOME	QUITE A BIT	VERY GREAT
23. How much do teachers in your school encourage each other to do their best?	① ②	③ ④	⑤ ⑥	⑦ ⑧

	EVERY PERSON FOR THEMSELF	LITTLE COOPERATIVE TEAMWORK	A MODERATE AMOUNT OF COOPERATIVE TEAMWORK	A VERY GREAT AMOUNT OF COOPERATIVE TEAMWORK
24. In your school, do principals, teachers, and students work only for themselves or do they work as a team?	① ②	③ ④	⑤ ⑥	⑦ ⑧

	VERY LITTLE	SOME	QUITE A BIT	VERY GREAT
25. How much do different units plan together and coordinate their efforts?	① ②	③ ④	⑤ ⑥	⑦ ⑧

26. Are decisions made at the best levels for effective performance?	AT MUCH TOO HIGH LEVELS ① ②	AT SOMEWHAT TOO HIGH LEVELS ③ ④	AT QUITE SATISFACTORY LEVELS ⑤ ⑥	AT THE BEST LEVELS ⑦ ⑧
27. How adequate are the supplies and equipment the school has?	INADEQUATE ① ②	SOMEWHAT INADEQUATE ③ ④	QUITE ADEQUATE ⑤ ⑥	VERY ADEQUATE ⑦ ⑧
28. To what extent are you involved in major decisions related to your work?	VERY LITTLE ① ②	SOME ③ ④	CONSIDERABLE ⑤ ⑥	VERY GREAT ⑦ ⑧
29. How much does the principal try to help you with your problems?	VERY LITTLE ① ②	SOME ③ ④	QUITE A BIT ⑤ ⑥	VERY GREAT ⑦ ⑧
30. To what extent are decision makers aware of problems, particularly at lower levels?	VERY LITTLE ① ②	SOME ③ ④	CONSIDERABLE ⑤ ⑥	VERY GREAT ⑦ ⑧
31. What is the administrative style of the principal?	HIGHLY AUTHORITARIAN ① ②	SOMEWHAT AUTHORITARIAN ③ ④	CONSULTATIVE ⑤ ⑥	PARTICIPATIVE GROUP ⑦ ⑧
32. How high are the principal's goals for educational performance?	LOW ① ②	ABOUT AVERAGE ③ ④	QUITE HIGH ⑤ ⑥	VERY HIGH ⑦ ⑧
33. To what extent do the following feel responsible for seeing that educational excellence is achieved in your school?	VERY LITTLE ① ②	SOME ③ ④	CONSIDERABLE ⑤ ⑥	VERY GREAT ⑦ ⑧
a. principal	① ②	③ ④	⑤ ⑥	⑦ ⑧
b. unit leaders	① ②	③ ④	⑤ ⑥	⑦ ⑧
c. teachers	① ②	③ ④	⑤ ⑥	⑦ ⑧

TO UNIT LEADERS: *Please skip questions 34-51 and go on to the next questionnaire which begins on page 8.*

TO TEACHERS: *Please answer the following questions (34-51) concerning the unit structure.*

	RARELY	SOMETIMES	OFTEN	VERY OFTEN
34. How often is your unit leader friendly and supportive?	① ②	③ ④	⑤ ⑥	⑦ ⑧

	VERY LITTLE	SOME	QUITE A BIT	VERY GREAT
35. How much confidence and trust do you have in your unit leader?	① ②	③ ④	⑤ ⑥	⑦ ⑧
36. How much confidence and trust does your unit leader have in you?	① ②	③ ④	⑤ ⑥	⑦ ⑧

	NOT FREE	SOMEWHAT FREE	QUITE FREE	VERY FREE
37. How free do you feel to talk to your unit leader about matters related to your work?	① ②	③ ④	⑤ ⑥	⑦ ⑧

	RARELY	SOMETIMES	OFTEN	VERY OFTEN
38. How often does your unit leader seek and use your ideas about:				
a. academic matters	① ②	③ ④	⑤ ⑥	⑦ ⑧
b. non-academic school matters	① ②	③ ④	⑤ ⑥	⑦ ⑧

	VERY LITTLE	SOME	QUITE A BIT	VERY GREAT
39. How much influence do unit leaders have on what goes on in your school?	① ②	③ ④	⑤ ⑥	⑦ ⑧
40. How much influence do you think your unit leader should have on what goes on in your school?	① ②	③ ④	⑤ ⑥	⑦ ⑧
41. How much do you feel that your unit leader is interested in your success as a teacher?	① ②	③ ④	⑤ ⑥	⑦ ⑧

	RARELY	SOMETIMES	OFTEN	VERY OFTEN
42. How often does your unit leader use departmental meetings to solve problems?	① ②	③ ④	⑤ ⑥	⑦ ⑧

	VERY LITTLE	SOME	CONSIDERABLE	VERY GREAT
43. To what extent does your unit leader make sure that planning and setting priorities are done well?	① ②	③ ④	⑤ ⑥	⑦ ⑧
44. To what extent does your unit leader give you useful information and ideas?	① ②	③ ④	⑤ ⑥	⑦ ⑧

45. How do you view communications from your unit leader?	VIEWED WITH GREAT SUSPICION ① ②	SOME VIEWED WITH SUSPICION, SOME WITH TRUST ③ ④	USUALLY VIEWED WITH TRUST ⑤ ⑥	ALMOST ALWAYS VIEWED WITH TRUST ⑦ ⑧
46. How well does your unit leader know the problems you face?	NOT WELL ① ②	SOMEWHAT WELL ③ ④	QUITE WELL ⑤ ⑥	VERY WELL ⑦ ⑧
47. How much interaction is there between the unit leader and teachers in your unit?	VERY LITTLE ① ②	SOME ③ ④	QUITE A BIT ⑤ ⑥	VERY GREAT ⑦ ⑧
48. To what extent is communication open and candid between the unit leader and teachers in your unit?	VERY LITTLE ① ②	SOME ③ ④	CONSIDERABLE ⑤ ⑥	VERY GREAT ⑦ ⑧
49. To what extent does your unit leader involve you in major decisions related to your work?	① ②	③ ④	⑤ ⑥	⑦ ⑧
50. How much does your unit leader help you with your problems?	VERY LITTLE ① ②	SOME ③ ④	QUITE A BIT ⑤ ⑥	VERY GREAT ⑦ ⑧
51. How high are the goals of your unit leader for educational performance?	LOW ① ②	ABOUT AVERAGE ③ ④	QUITE HIGH ⑤ ⑥	VERY HIGH ⑦ ⑧

APPENDIX C

Decisional Participation Inventory

Directions: Thirty-four decisional issues are listed on the following pages. You are requested to answer five questions about each decisional issue, and to indicate your response by circling the appropriate numbers across from the question.

9.

	QUES. #1					QUES. #2				QUES. #3				QUES. #4					QUES. #5				
	IMPORTANCE: How important is it to you that you participate in the decision making involved with each decisional issue?					ACTUAL FREQUENCY: With what frequency do you actually participate in the decision making involved with each decisional issue?				DESIRED FREQUENCY: With what frequency would you like to participate in the decision making involved with each decisional issue?				ACTUAL EXTENT: To what extent do you actually participate in the decision making involved with each decisional issue?					DESIRED EXTENT: To what extent would you like to participate in the decision making involved with each decisional issue?				
Decisional Issues	Very Important	Important	Somewhat Important	Somewhat Unimportant	Unimportant	Always	Often	Sometimes	Never	Always	Often	Sometimes	Never	Make Decision	Recommend Alternatives	Develop Possible Alternatives	Provide Information	No Involvement	Make Decision	Recommend Alternatives	Develop Possible Alternatives	Provide Information	No Involvemen
1. Hiring new teaching personnel for your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
2. Hiring new teaching personnel for your school.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
3. Selecting specific instructional tests for use in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
4. Selecting specific instructional tests for schoolwide use.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	
5. Resolving learning problems of individual students in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
6. Determining appropriate instructional methods and techniques for students in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
7. Establishing general schoolwide instructional policies.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
8. Establishing student disciplinary policies for your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
9. Establishing student disciplinary policies for your school.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5

10.

Decisional Issues	QUES. #1					QUES. #2				QUES. #3				QUES. #4					QUES. #5				
	IMPORTANCE: How important is it to you that you participate in the decision making involved with each decisional issue?					**ACTUAL FREQUENCY:** With what frequency do you actually participate in the decision making involved with each decisional issue?				**DESIRED FREQUENCY:** With what frequency would you like to participate in the decision making involved with each decisional issue?				**ACTUAL EXTENT:** To what extent do you actually participate in the decision making involved with each decisional issue?					**DESIRED EXTENT:** To what extent would you like to participate in the decision making involved with each decisional issue?				
	Very Important	Important	Somewhat Important	Somewhat Unimportant	Unimportant	Always	Often	Sometimes	Never	Always	Often	Sometimes	Never	Make Decision	Recommend Alternatives	Develop Possible Alternatives	Provide Information	No Involvement	Make Decision	Recommend Alternatives	Develop Possible Alternatives	Provide Information	No Involvement
10. Planning the budget for your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
11. Planning the schoolwide budget.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
12. Determining specific teaching assignments within your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
13. Determining specific teaching assignments within your school.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
14. Allocating physical space and facilities within your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
15. Allocating physical space and facilities within your school.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
16. Resolving unit problems with community groups.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
17. Resolving school problems with community groups.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
18. Formulating the general educational objectives to be attained by the student population of the school.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5

11.

	QUES. #1					QUES. #2				QUES. #3				QUES. #4					QUES. #5				
	IMPORTANCE: How important is it to you that you participate in the decision making involved with each decisional issue?					ACTUAL FREQUENCY: With what frequency do you actually participate in the decision making involved with each decisional issue?				DESIRED FREQUENCY: With what frequency would you like to participate in the decision making involved with each decisional issue?				ACTUAL EXTENT: To what extent do you actually participate in the decision making involved with each decisional issue?					DESIRED EXTENT: To what extent would you like to participate in the decision making involved with each decisional issue?				
Decisional Issues	Very Important	Important	Somewhat Important	Somewhat Unimportant	Unimportant	Always	Often	Sometimes	Never	Always	Often	Sometimes	Never	Make Decision	Recommend Alternatives	Develop Possible Alternatives	Provide Information	No Involvement	Make Decision	Recommend Alternatives	Develop Possible Alternatives	Provide Information	No Involvement
19. Establishing the range of educational objectives for students in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
20. Establishing the range of educational objectives for students in units other than your own.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
21. Developing procedures, including instruments, for assessing the level of student achievement, motivation, and/or learning style for students in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
22. Developing procedures including instruments, for assessing the level of student achievement, motivation, and/or learning style for students in your school	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
23. Determining specific educational objectives for individual students within your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5

	QUES. #1					QUES. #2				QUES. #3				QUES. #4					QUES. #5				
	IMPORTANCE: How important is it to you that you participate in the decision making involved with each decisional issue?					ACTUAL FREQUENCY: With what frequency do you actually participate in the decision making involved with each decisional issue?				DESIRED FREQUENCY: With what frequency would you like to participate in the decision making involved with each decisional issue?				ACTUAL EXTENT: To what extent do you actually participate in the decision making involved with each decisional issue?					DESIRED EXTENT: To what extent would you like to participate in the decision making involved with each decisional issue?				
Decisional Issues	Very Important	Important	Somewhat Important	Somewhat Unimportant	Unimportant	Always	Often	Sometimes	Never	Always	Often	Sometimes	Never	Make Decision	Recommend Alternatives	Develop Possible Alternatives	Provide Information	No Involvement	Make Decision	Recommend Alternatives	Develop Possible Alternatives	Provide Information	No Involvement
24. Determining the grouping procedures to be used for instruction in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
25. Determining the instructional method to be used with students in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
26. Determining the procedures to be used in assessing the attainment of educational objectives for students in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
27. Determining the procedures to be used in assessing the attainment of educational objectives for students in your school.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
28. Determining the learning (recycling) sequence for the instructional objectives for each student in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
29. Determining the type and format for reporting student progress to parents in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5

13.

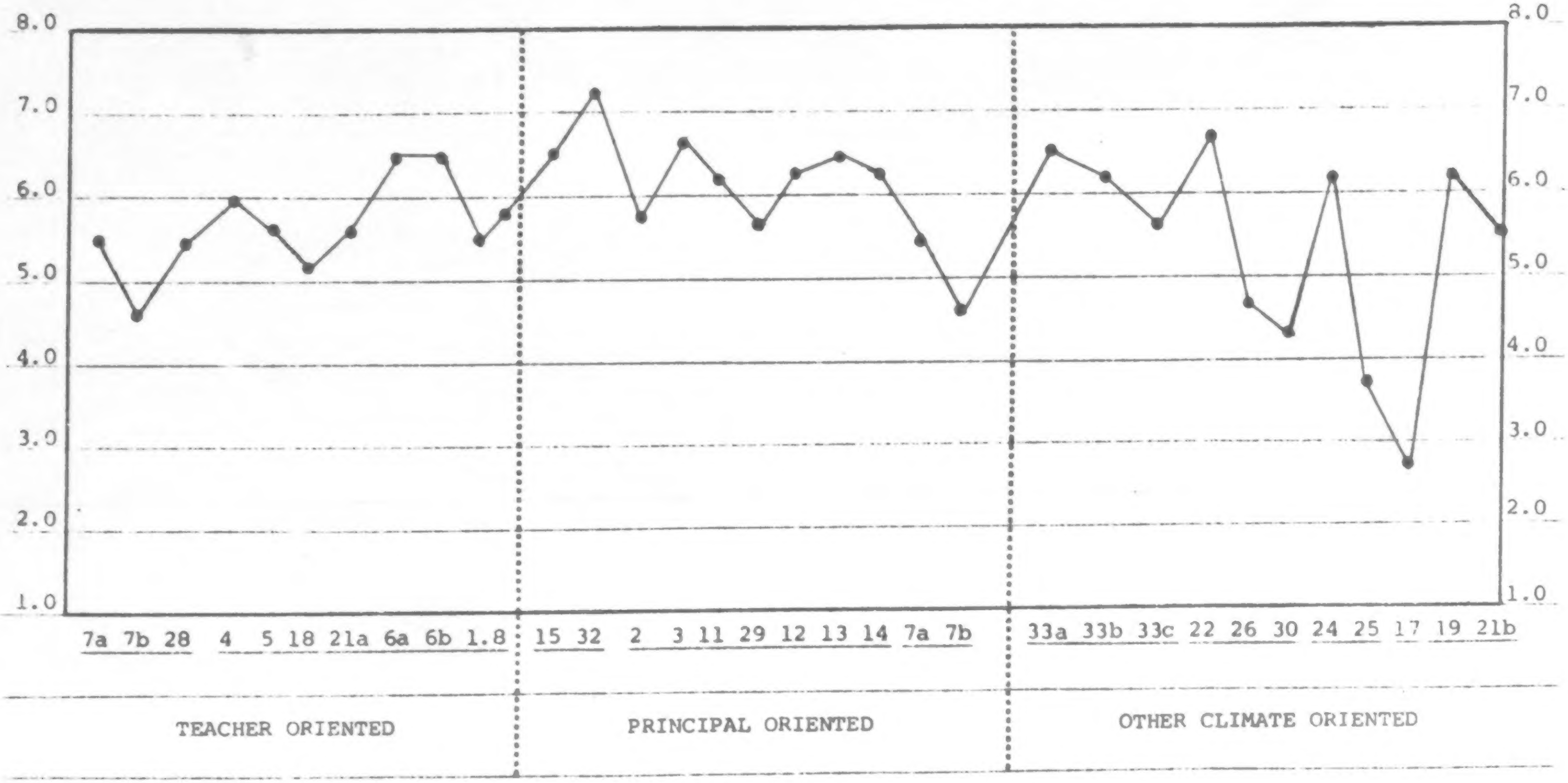
	QUES. #1					QUES. #2				QUES. #3				QUES. #4					QUES. #5				
	IMPORTANCE: How important is it to you that you particpate in the decision making involved with each decisional issue?					ACTUAL FREQUENCY: With what frequency do you actually participate in the decision making involved with each decisional issue?				DESIRED FREQUENCY: With what frequency would you like to participate in the decision making involved with each decisional issue?				ACTUAL EXTENT: To what extent do you actually participate in the decision making involved with each decisional issue?					DESIRED EXTENT: To what extent would you like to participate in the decision making involved with each decisional issue?				
Decisional Issues	Very Important	Important	Somewhat Important	Somewhat Unimportant	Unimportant	Always	Often	Sometimes	Never	Always	Often	Sometimes	Never	Make Decision	Recommend Alternatives	Develop Possible Alternatives	Provide Information	No Involvement	Make Decision	Recommend Alternatives	Develop Possible Alternatives	Provide Information	No Involvement
30. Determining the type and format for reporting student progress to parents in your school.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
31. Determining the tasks and responsibilities of aides and other paraprofessionals in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
32. Determining the tasks and responsibilities of aides and other paraprofessionals in your school.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
33. Determining the nature of inservice for your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
34. Determining the nature of inservice for your school.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5

APPENDIX D

School Climate and Decisional Participation Profiles

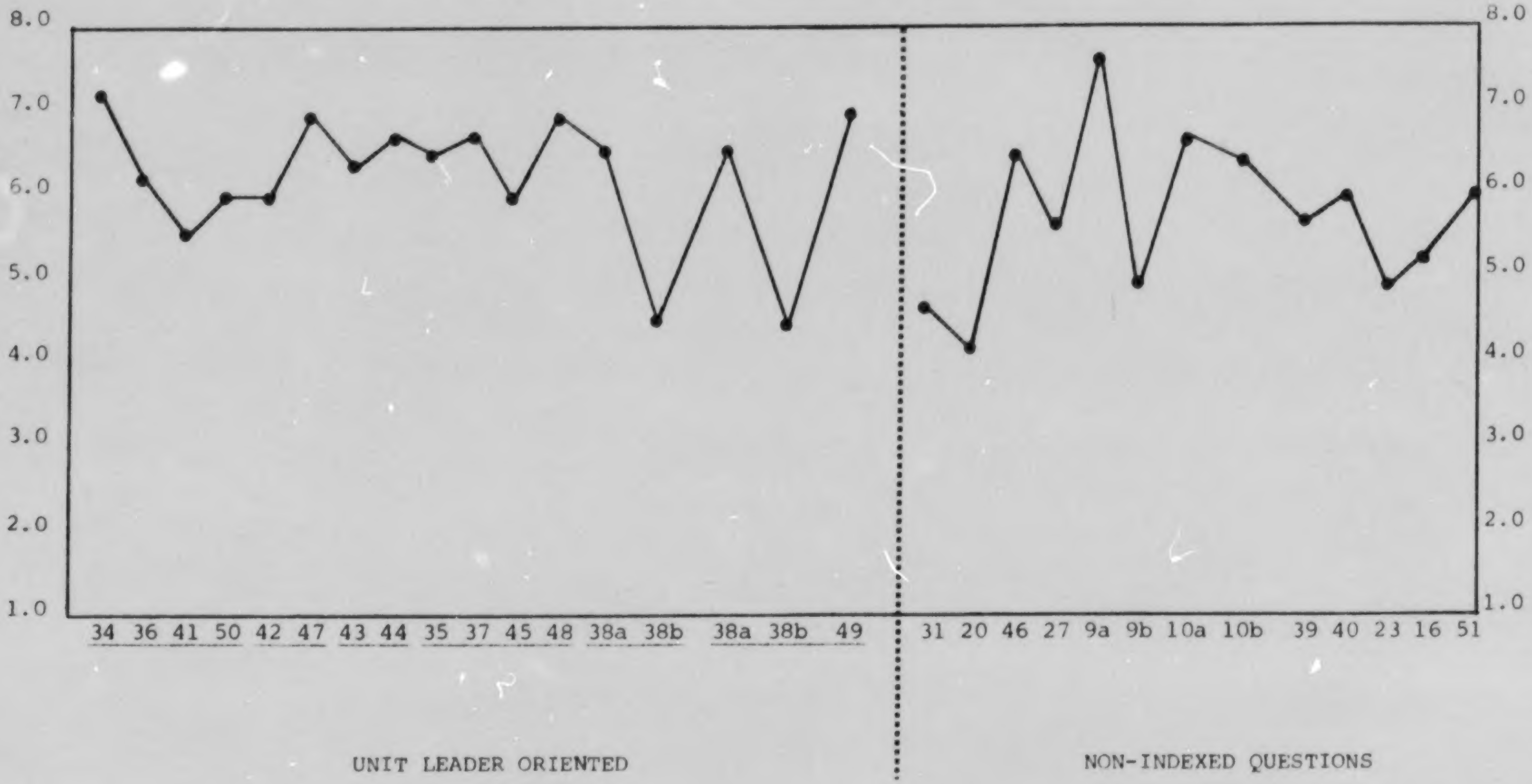
School Climate Profile

(Lewis School)



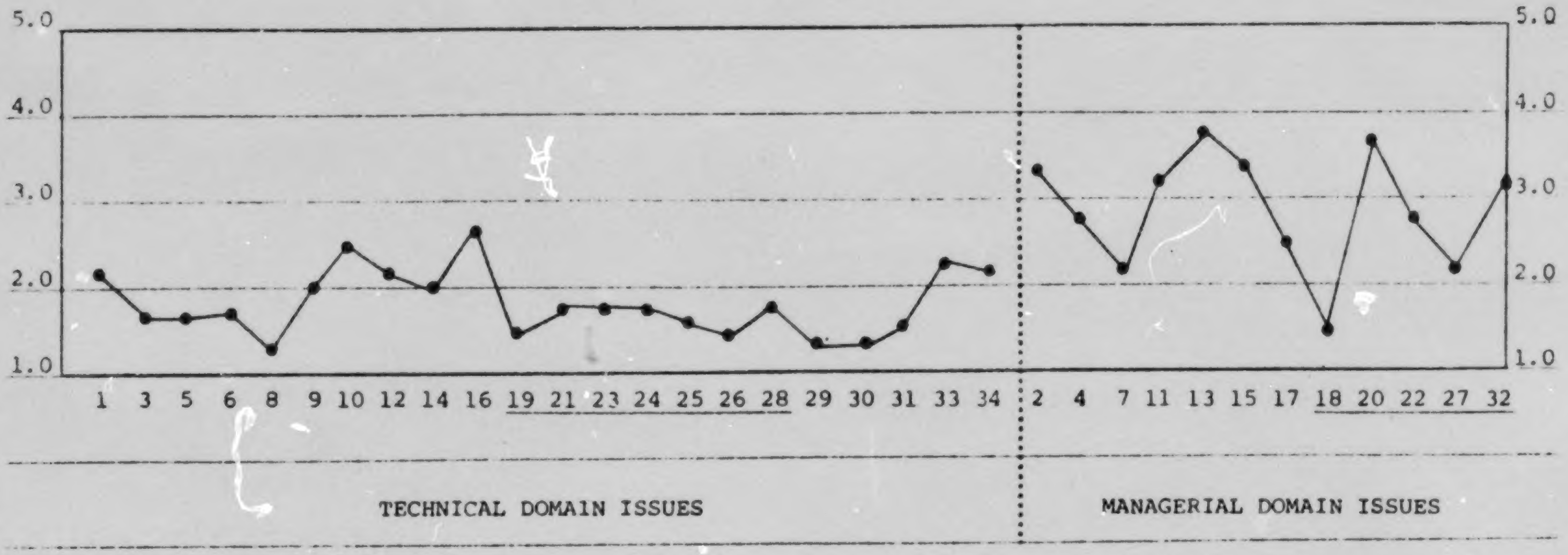
School Climate Profile

(Lewis School)



Decisional Participation Profile Part One:

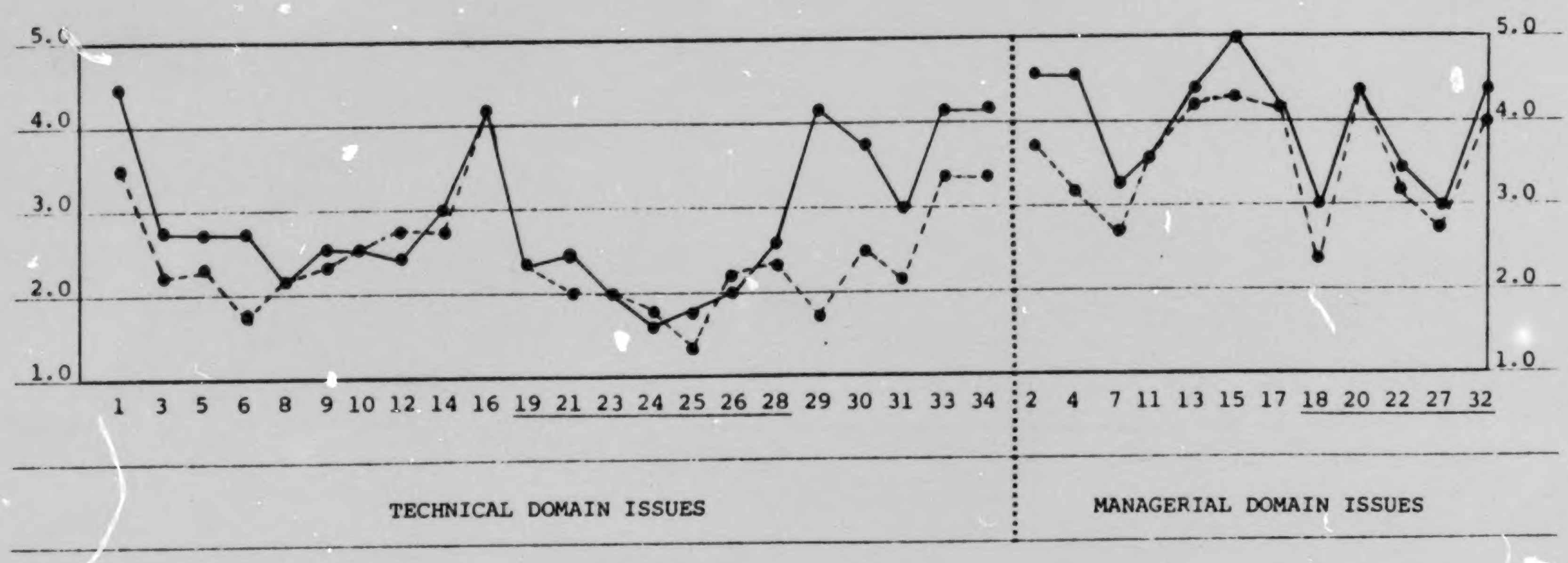
Decisional Importance (Lewis School)



Scale: 1 = Very Important
2 = Important
3 = Somewhat Important
4 = Somewhat Unimportant
5 = Unimportant

Decisional Participation Profile Part Three:

Extent of Participation (Lewis School)

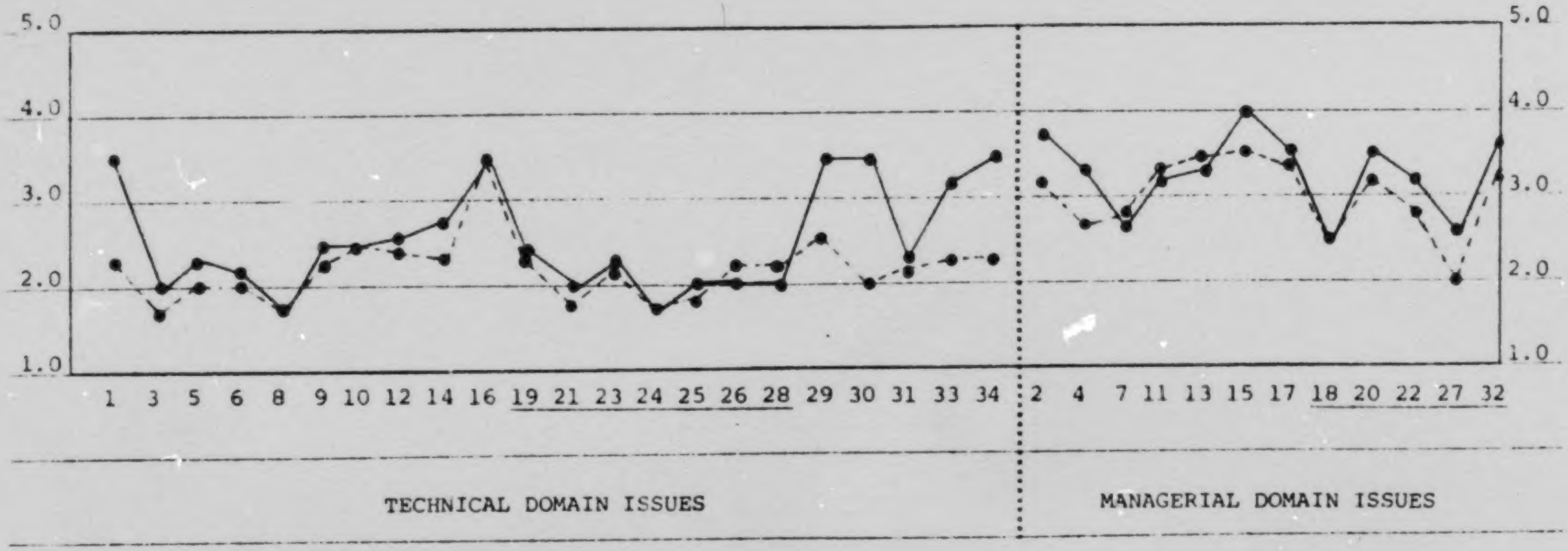


Key: ———————— = Extent of *Actual* Participation - - - - - - - - = Extent of *Desired* Participation

Scale: 1 = Make Decision
2 = Recommend Alternatives
3 = Develop Possible Alternatives
4 = Provide Information
5 = No Involvement

Decisional Participation Profile Part Two:

Frequency of Participation (Lewis School)

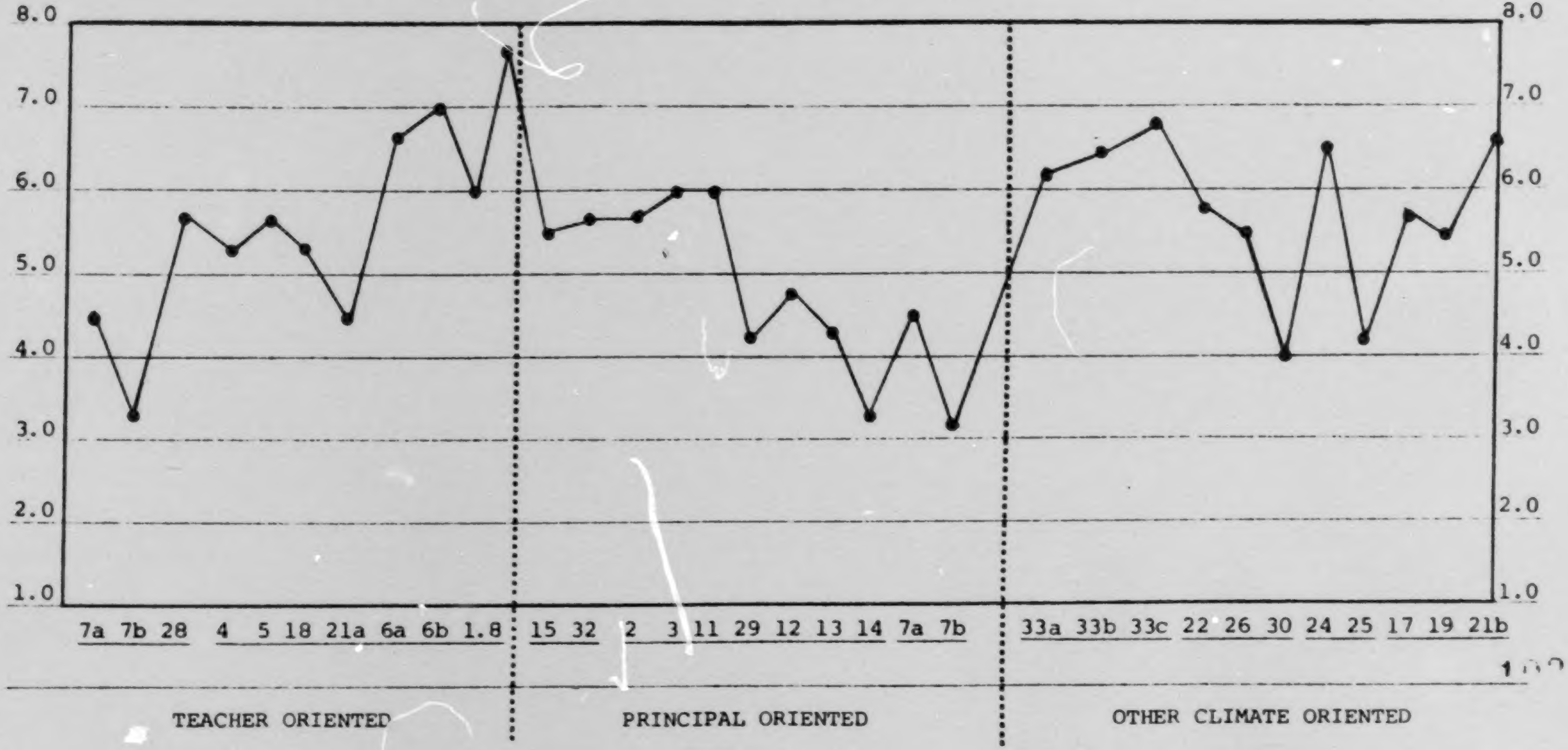


Key: ———————— = Frequency of Actual Participation - - - - - - = Frequency of Desired Participation

Scale: 1 = Always
2 = Often
3 = Sometimes
4 = Never

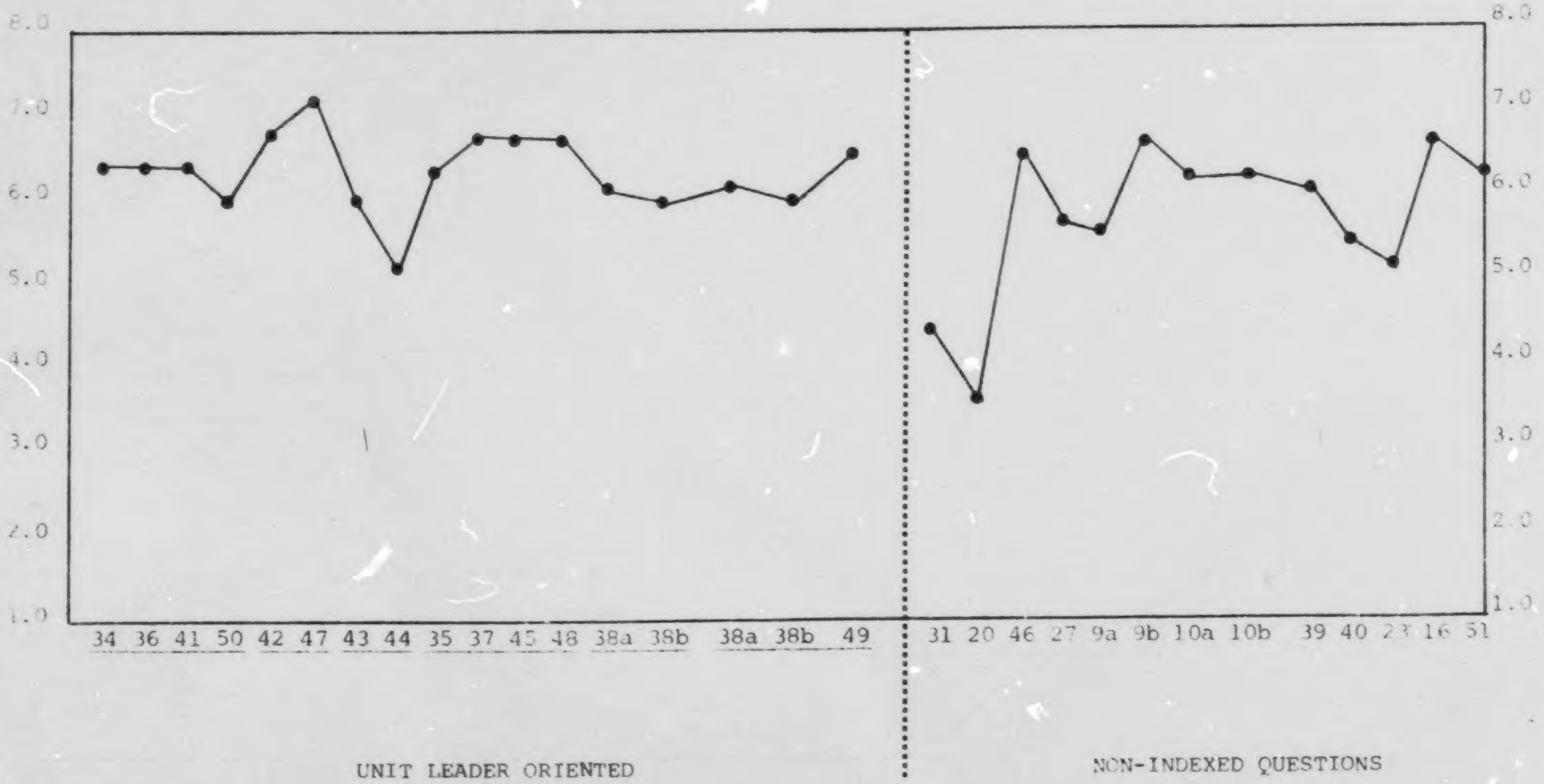
School Climate Profile

(Arrow School)



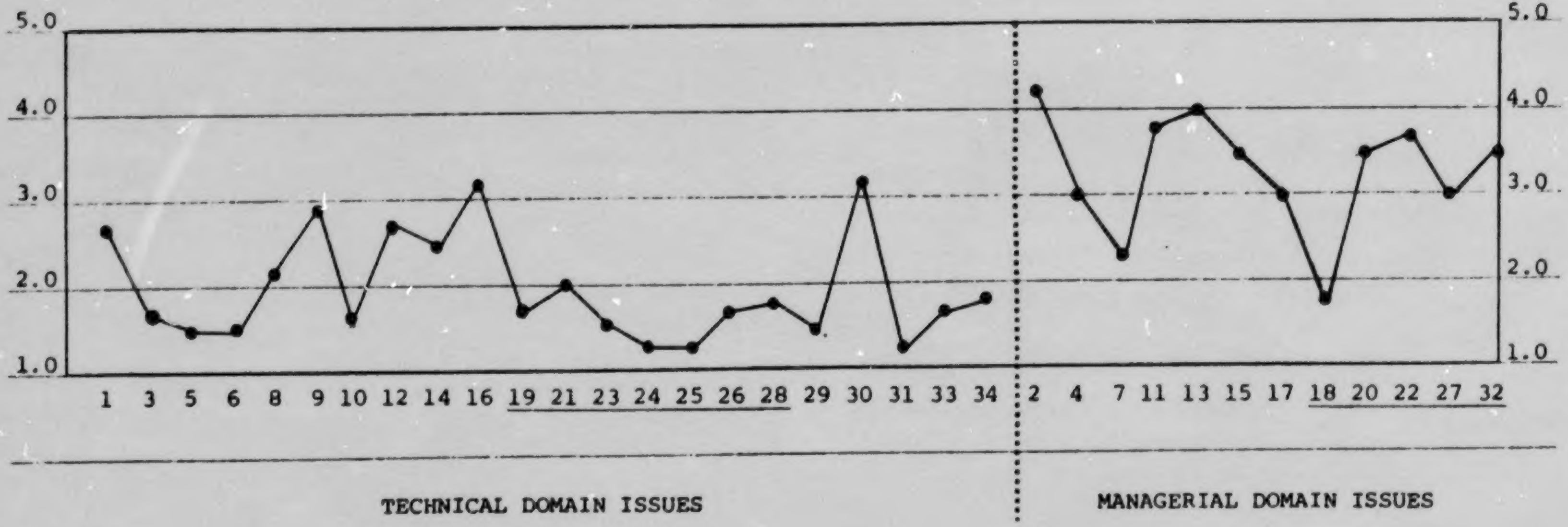
School Climate Profile

(Arrow School)



Decisional Participation Profile Part One:

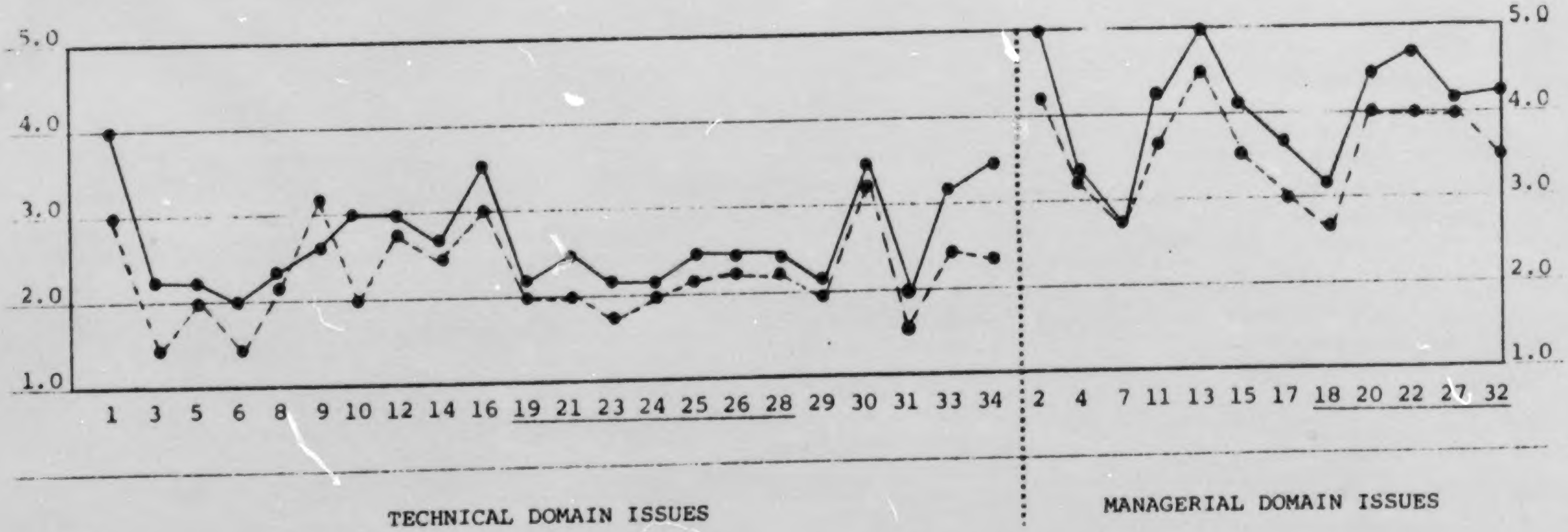
Decisional Importance (Arrow School)



Scale: 1 = Very Important
2 = Important
3 = Somewhat Important
4 = Somewhat Unimportant
5 = Unimportant

Decisional Participation Profile Part Three:

Extent of Participation (Arrow School)

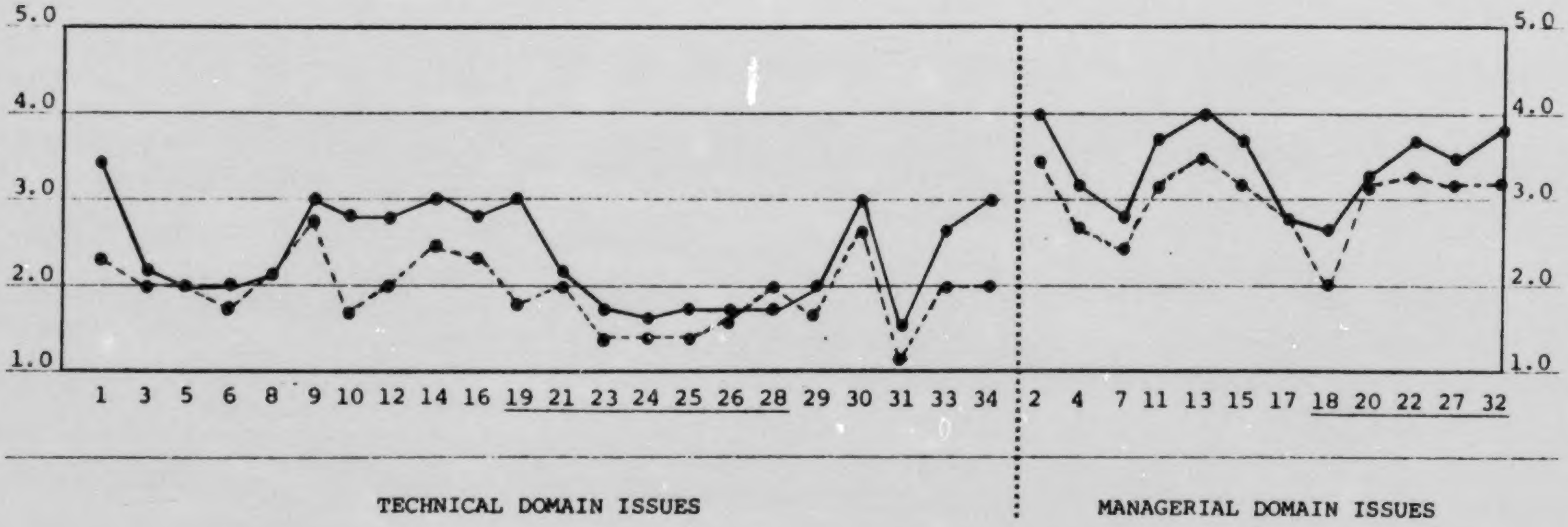


Key: ———————— = Extent of Actual Participation - - - - - - - = Extent of Desired Participation

Scale: 1 = Make Decision
2 = Recommend Alternatives
3 = Develop Possible Alternatives
4 = Provide Information
5 = No Involvement

Decisional Participation Profile Part Two:

Frequency of Participation (Arrow School)

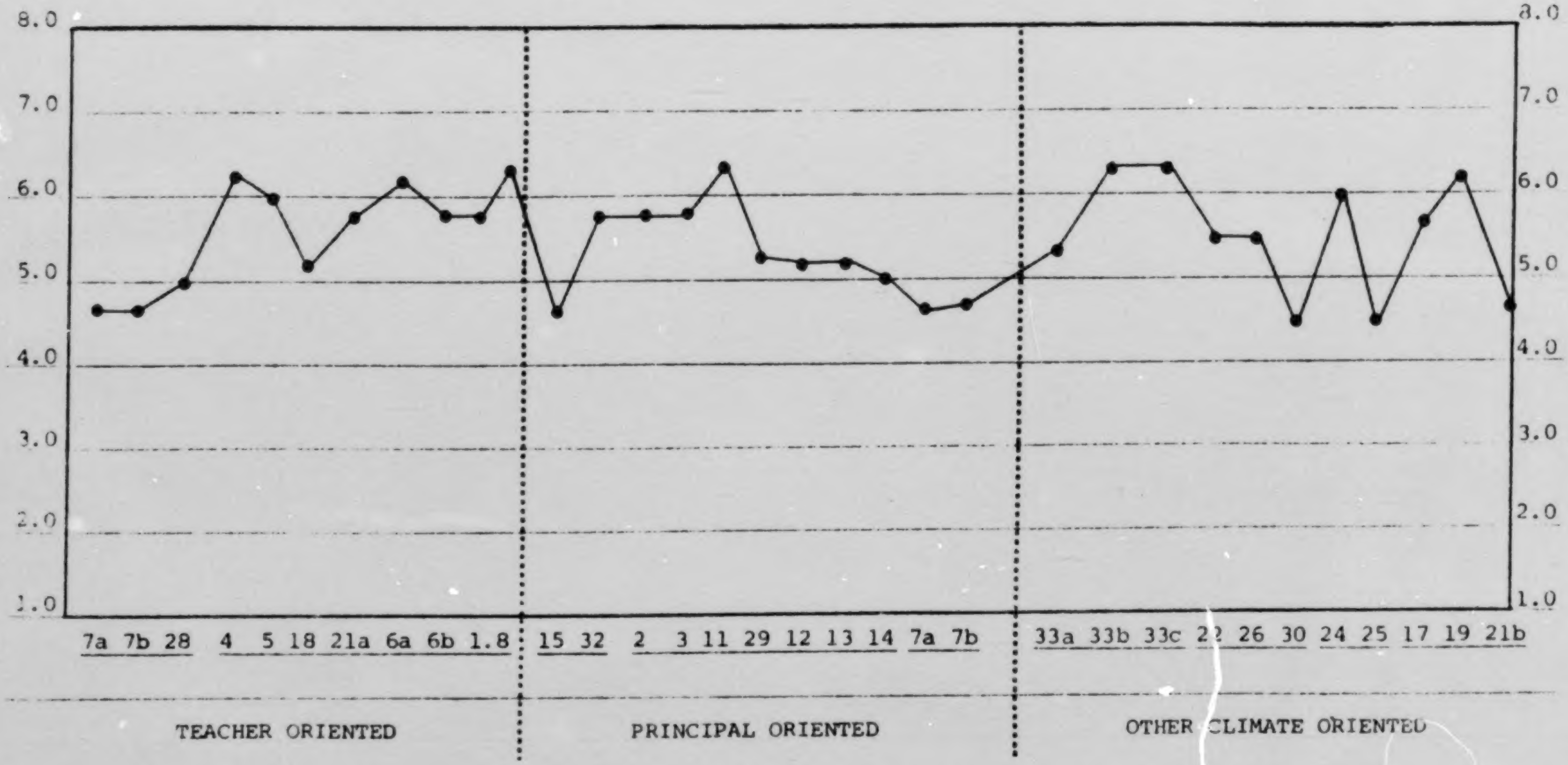


Key: ———————— = Frequency of Actual Participation   - - - - - - = Frequency of Desired Participation

Scale:
1 = Always
2 = Often
3 = Sometimes
4 = Never

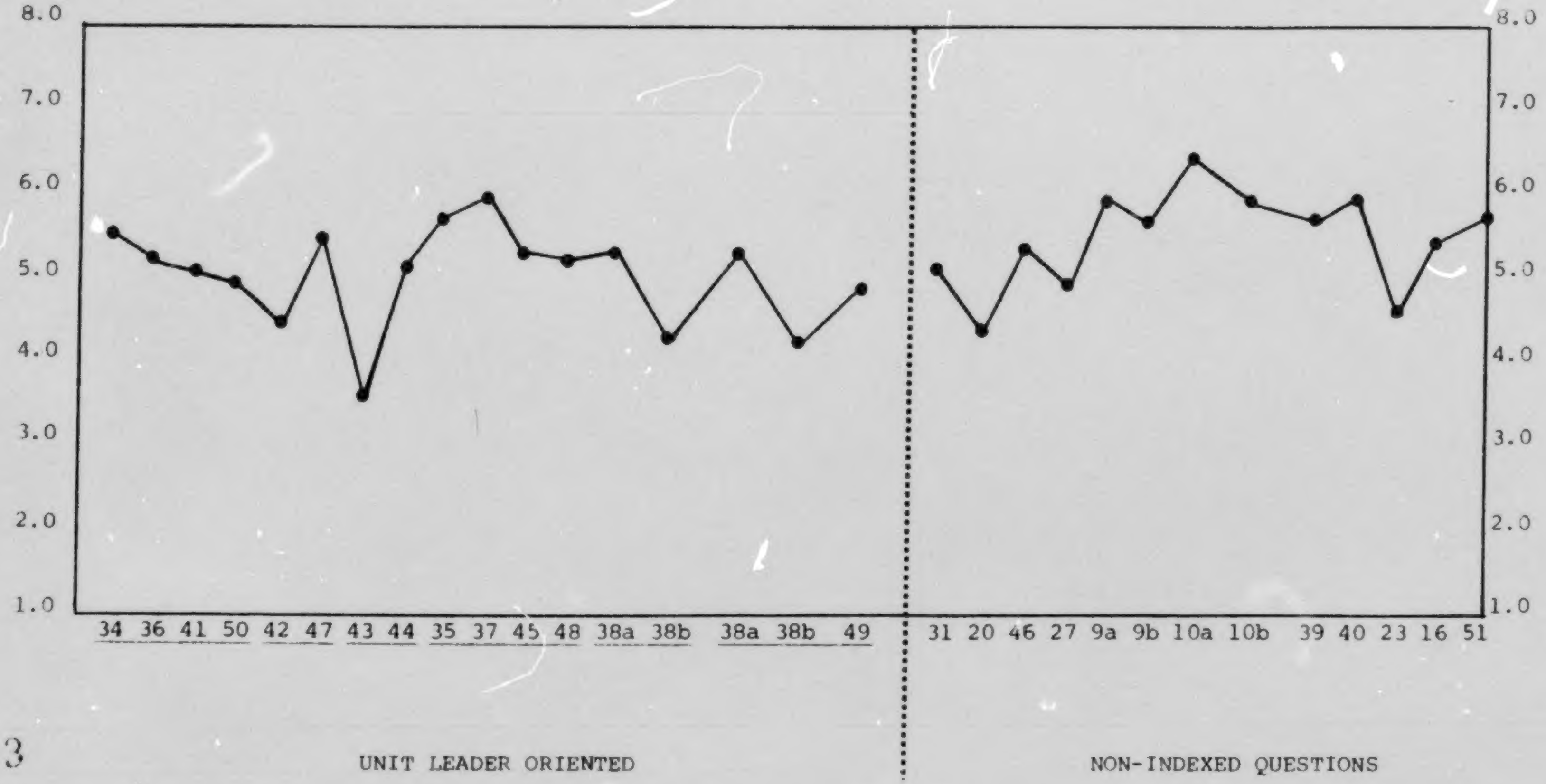
School Climate Profile

(Sawyer School)



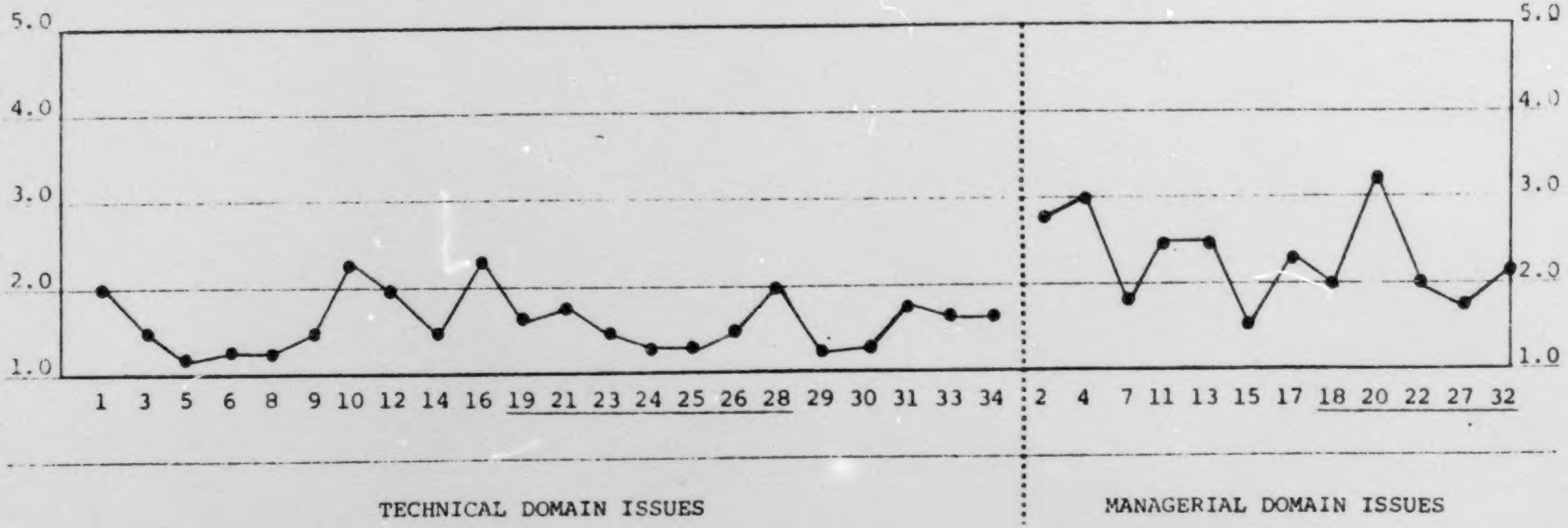
School Climate Profile

(Sawyer School)



Decisional Participation Profile Part One:

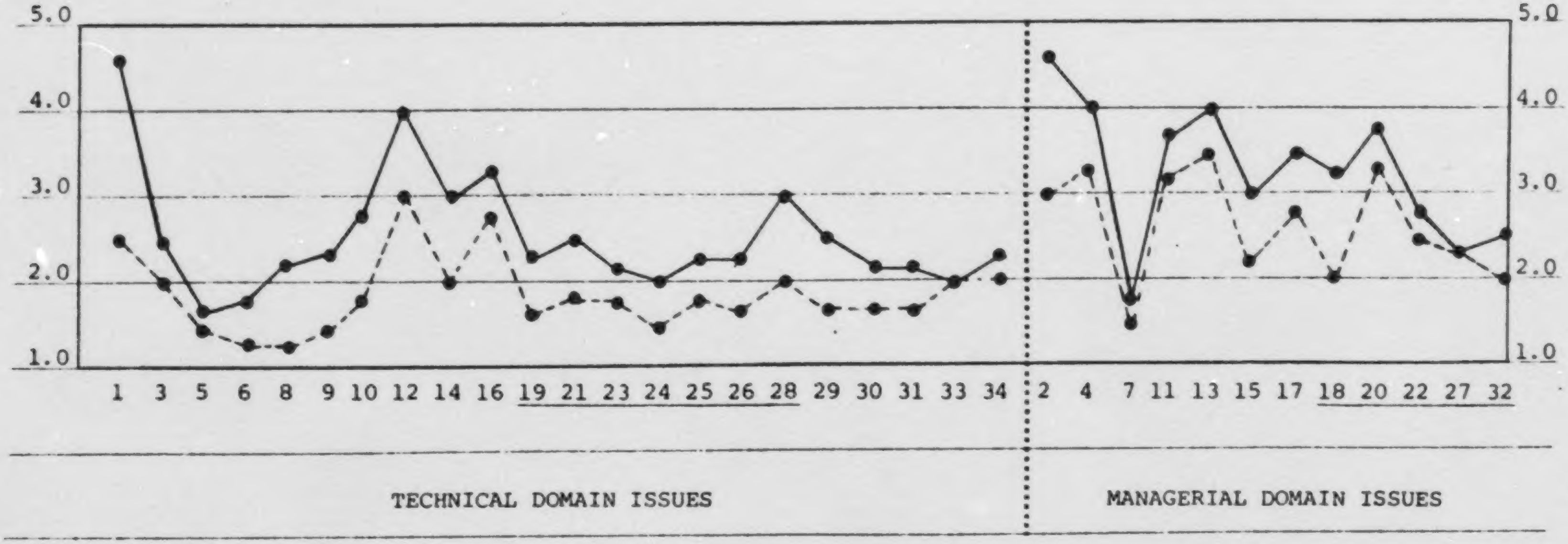
Decisional Importance (Sawyer School)



Scale: 1 = Very Important
2 = Important
3 = Somewhat Important
4 = Somewhat Unimportant
5 = Unimportant

Decisional Participation Profile Part Three:

Extent of Participation (Sawyer School)

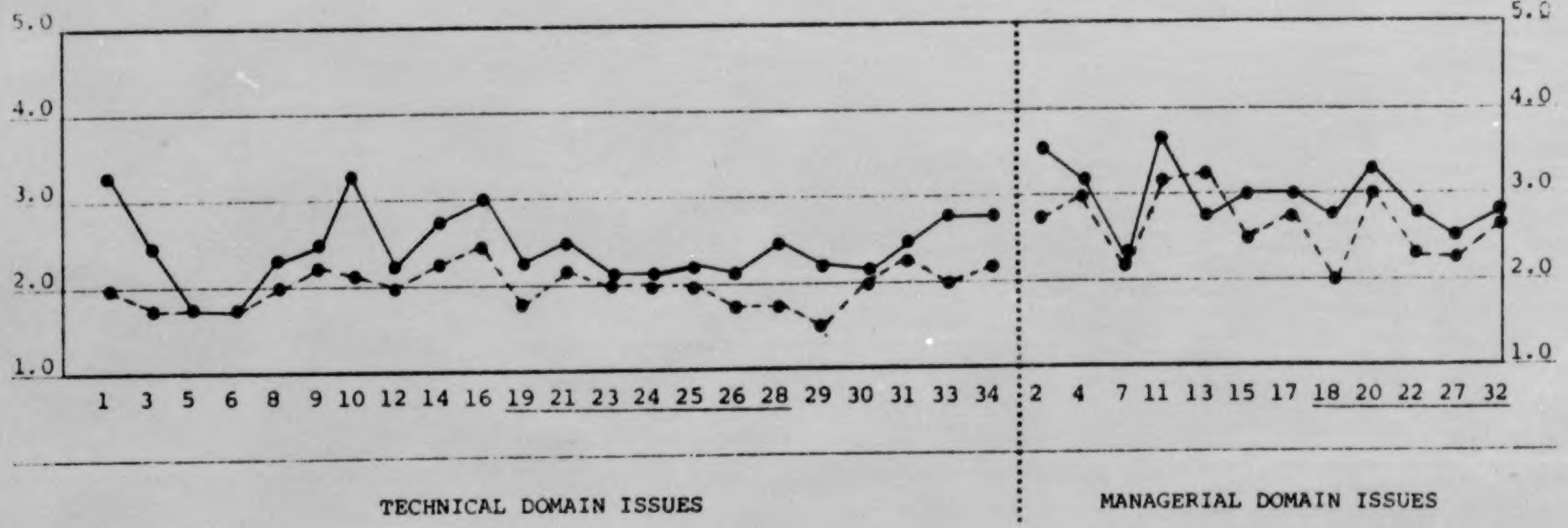


Key: ———————— = Extent of Actual Participation   - - - - - - - = Extent of Desired Participation

Scale:
1 = Make Decision
2 = Recommend Alternatives
3 = Develop Possible Alternatives
4 = Provide Information
5 = No Involvement

Decisional Participation Profile Part Two:

Frequency of Participation (Sawyer School)

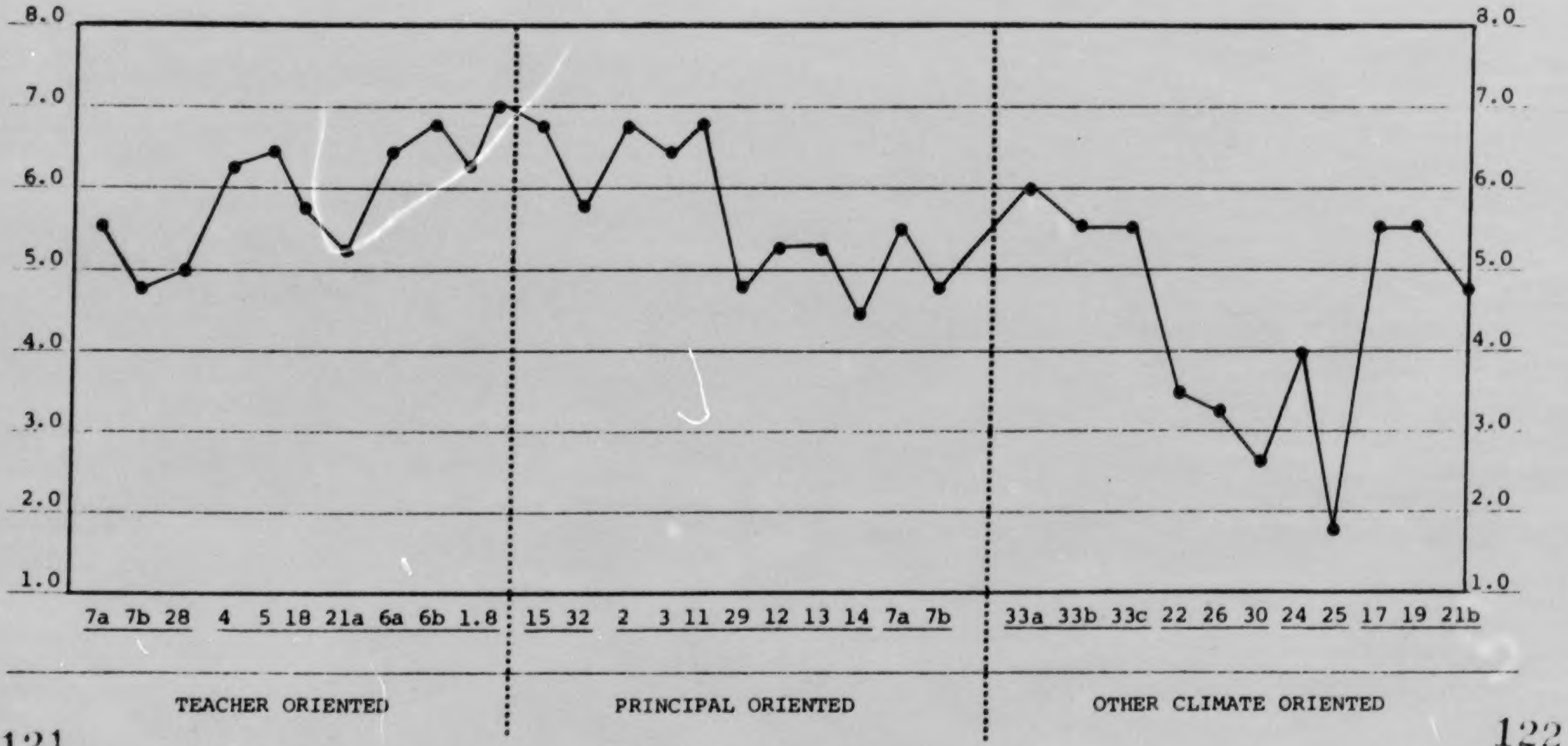


Key: ———— = Frequency of Actual Participation - - - - - = Frequency of Desired Participation

Scale:
1 = Always
2 = Often
3 = Sometimes
4 = Never

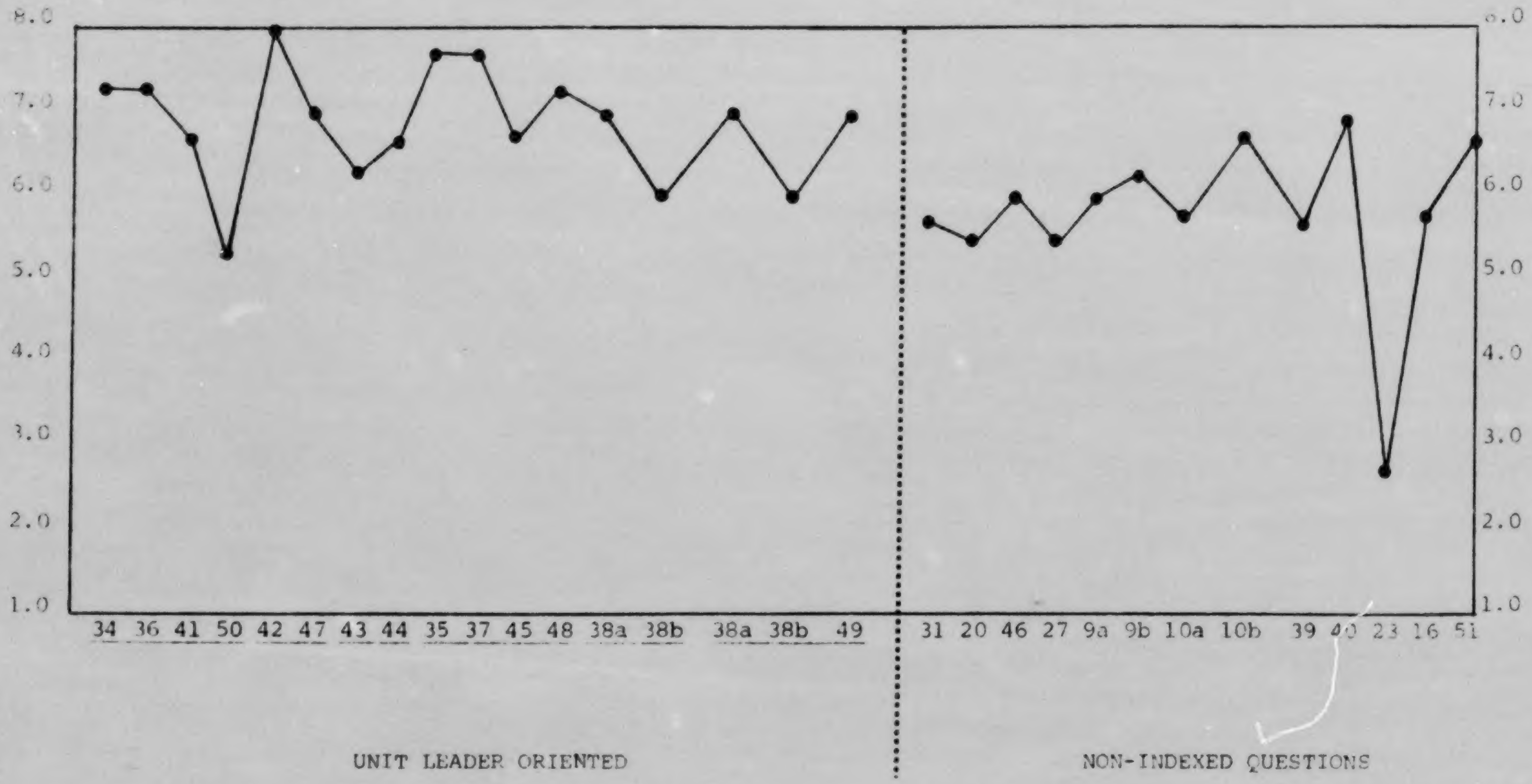
School Climate Profile

(North School)



School Climate Profile

(North School)



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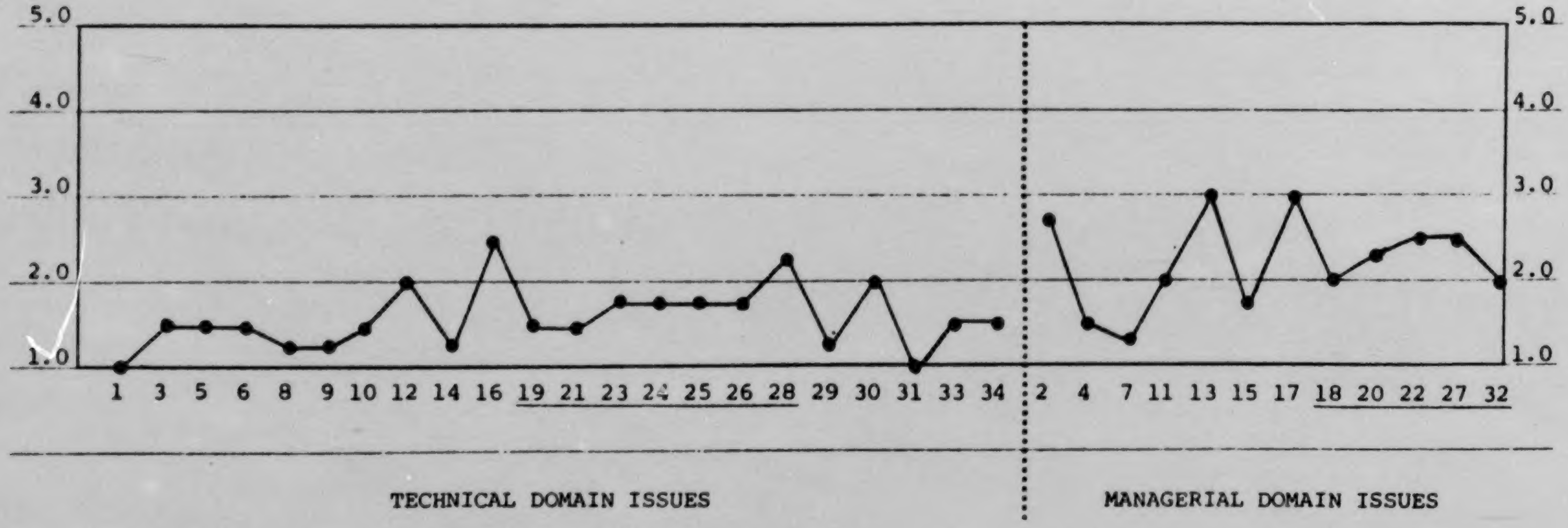
Decisional Participation Profile Part One:

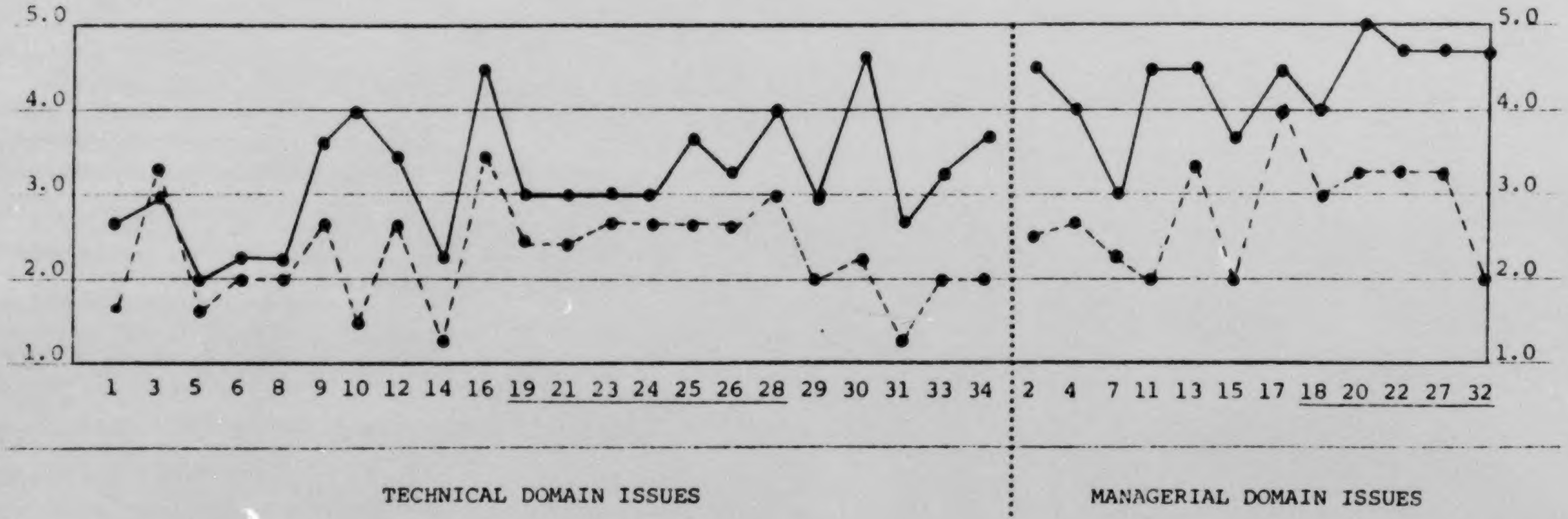
Decisional Importance (North School)



Scale: 1 = Very Important
2 = Important
3 = Somewhat Important
4 = Somewhat Unimportant
5 = Unimportant

Decisional Participation Profile Part Three:

Extent of Participation (North School)

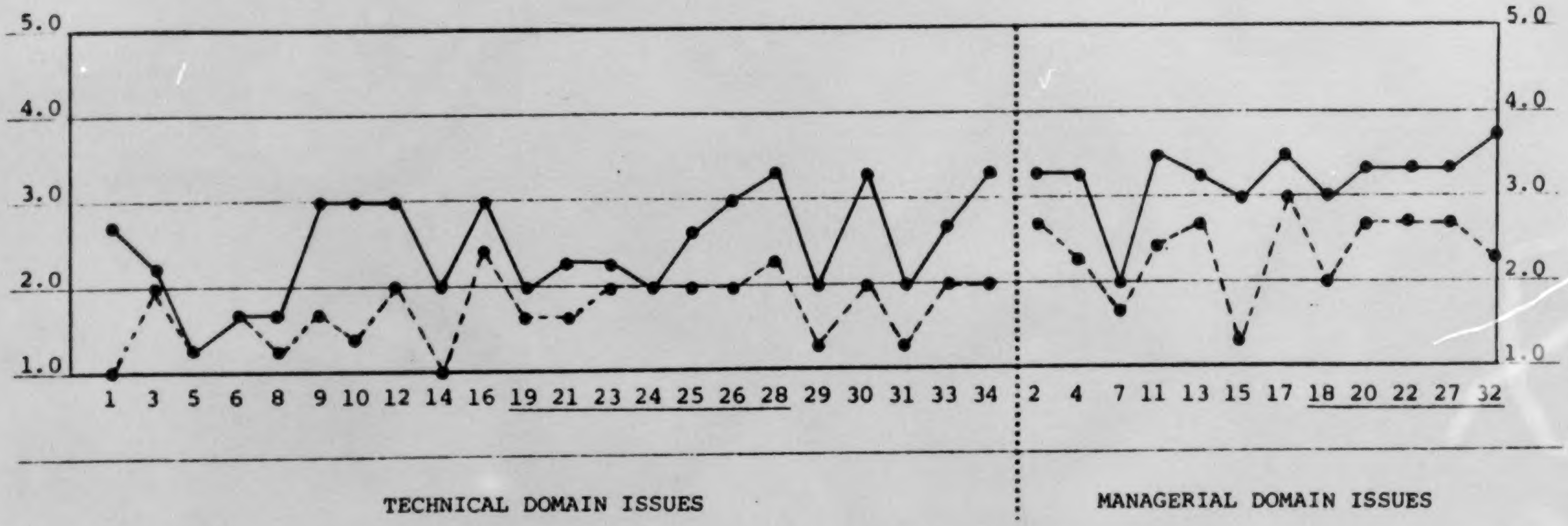


Key: ———— = Extent of *Actual* Participation - - - - - = Extent of *Desired* Participation

Scale: 1 = Make Decision
2 = Recommend Alternatives
3 = Develop Possible Alternatives
4 = Provide Information
5 = No Involvement

Decisional Participation Profile Part Two:

Frequency of Participation (North School)

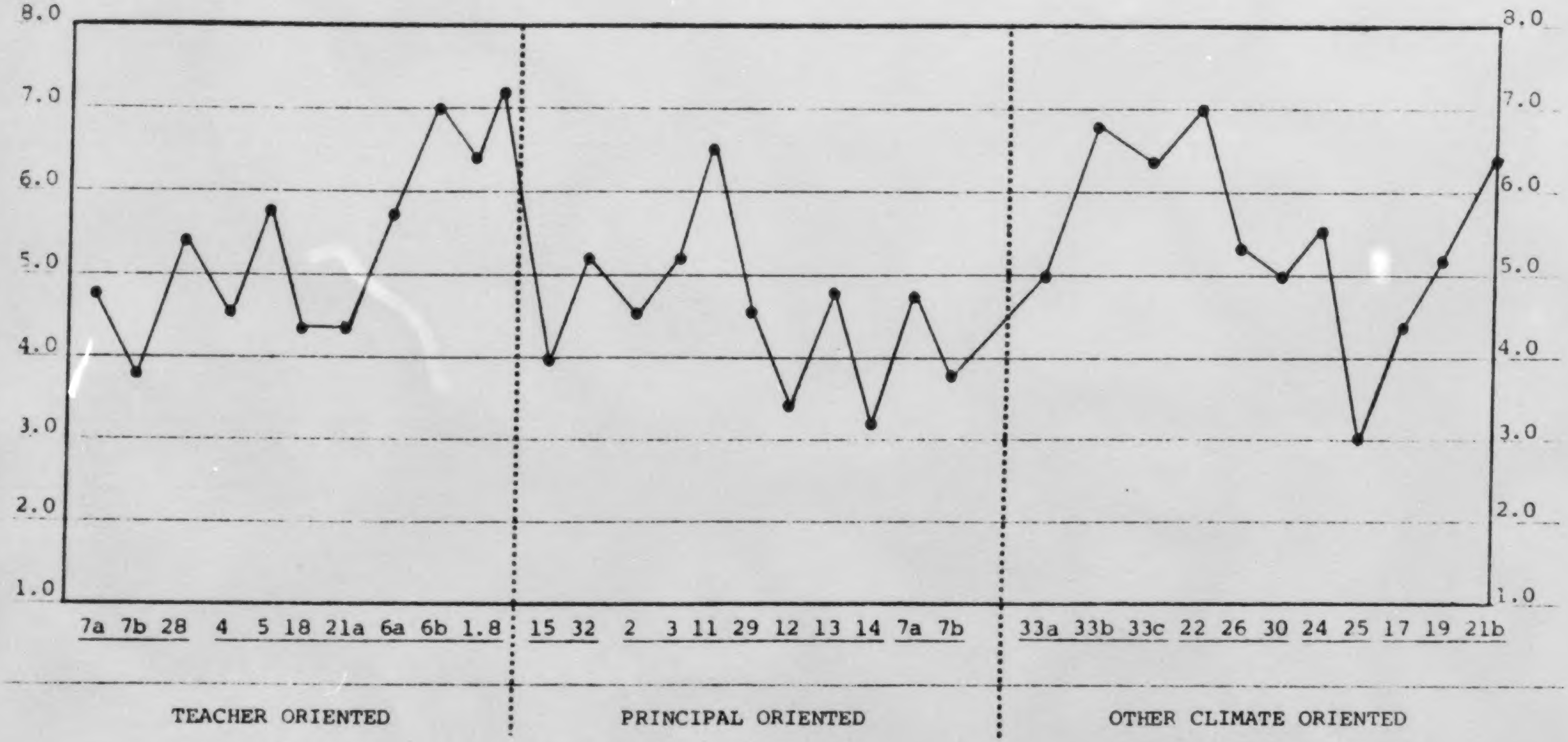


Key: ———— = Frequency of Actual Participation - - - - - - = Frequency of Desired Participation

Scale: 1 = Always
2 = Often
3 = Sometimes
4 = Never

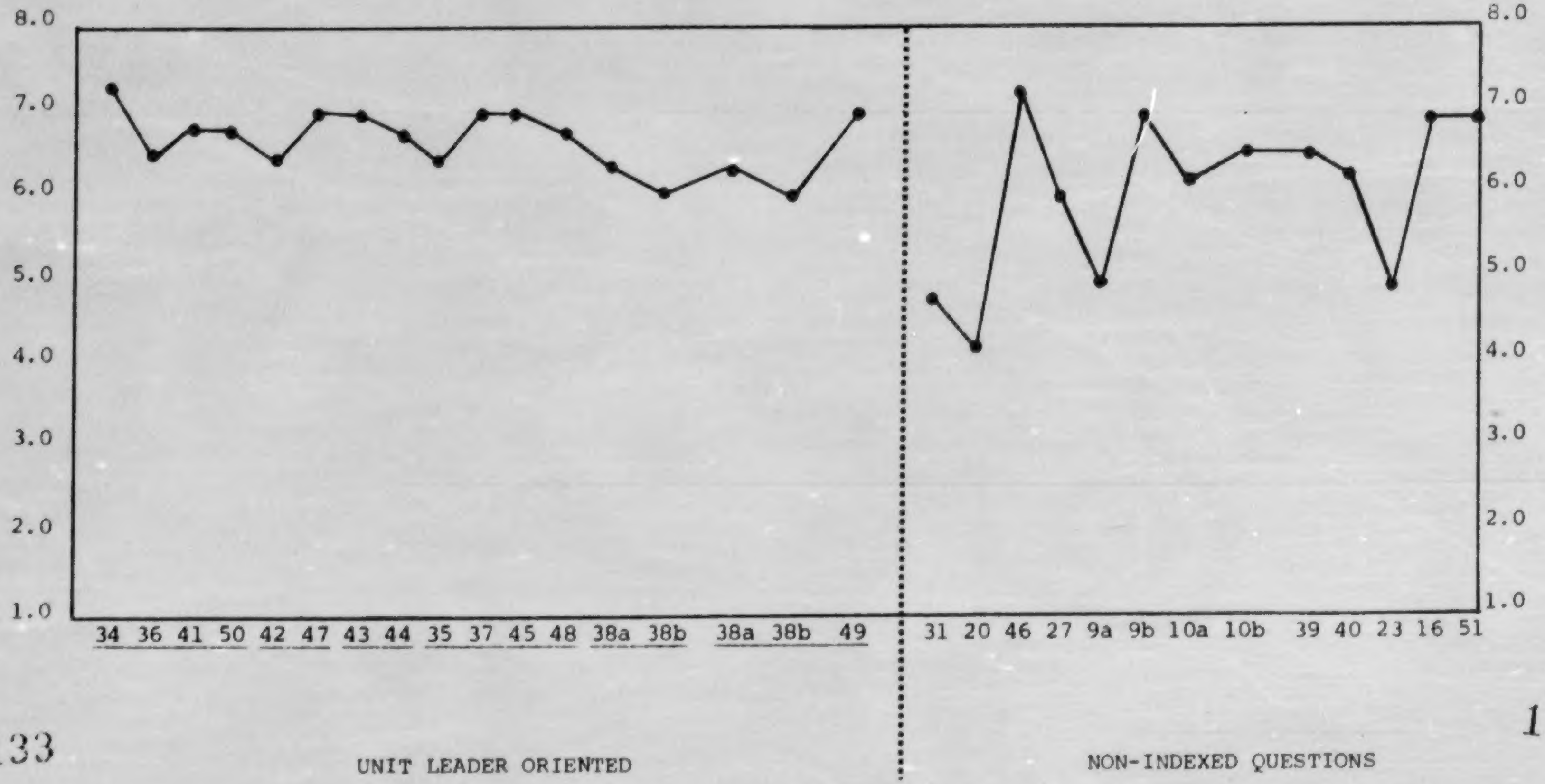
School Climate Profile

(Davis School)



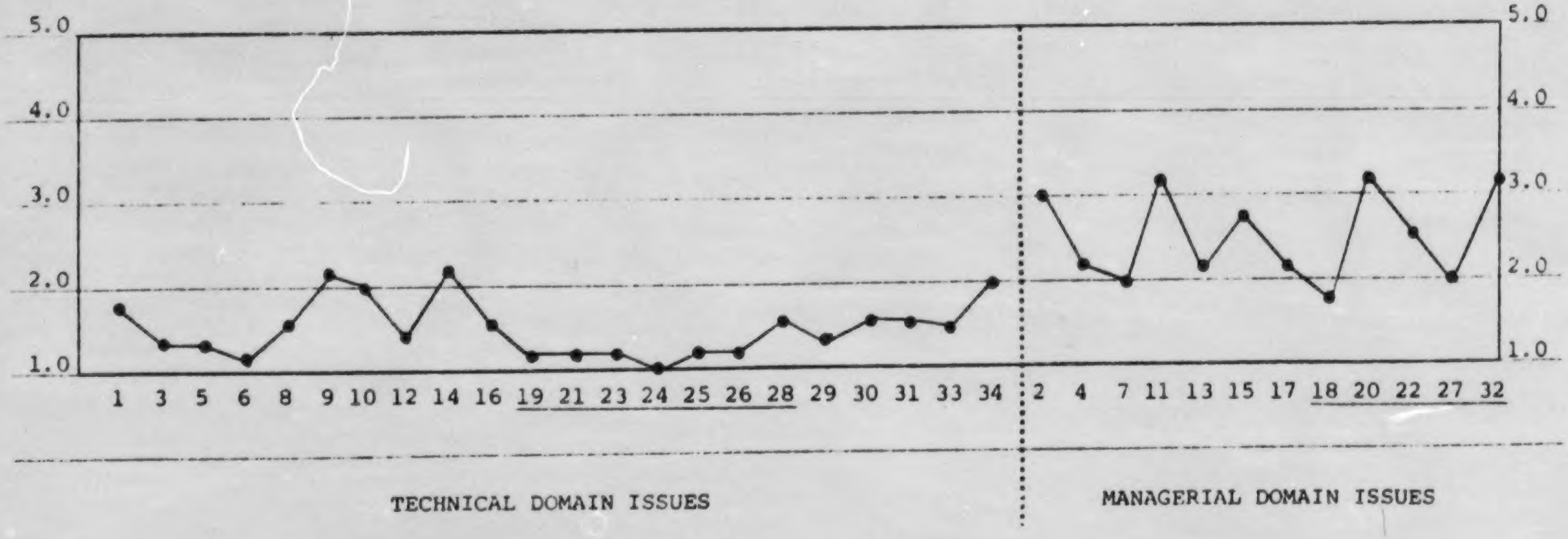
School Climate Profile

(Davis School)



Decisional Participation Profile Part One:

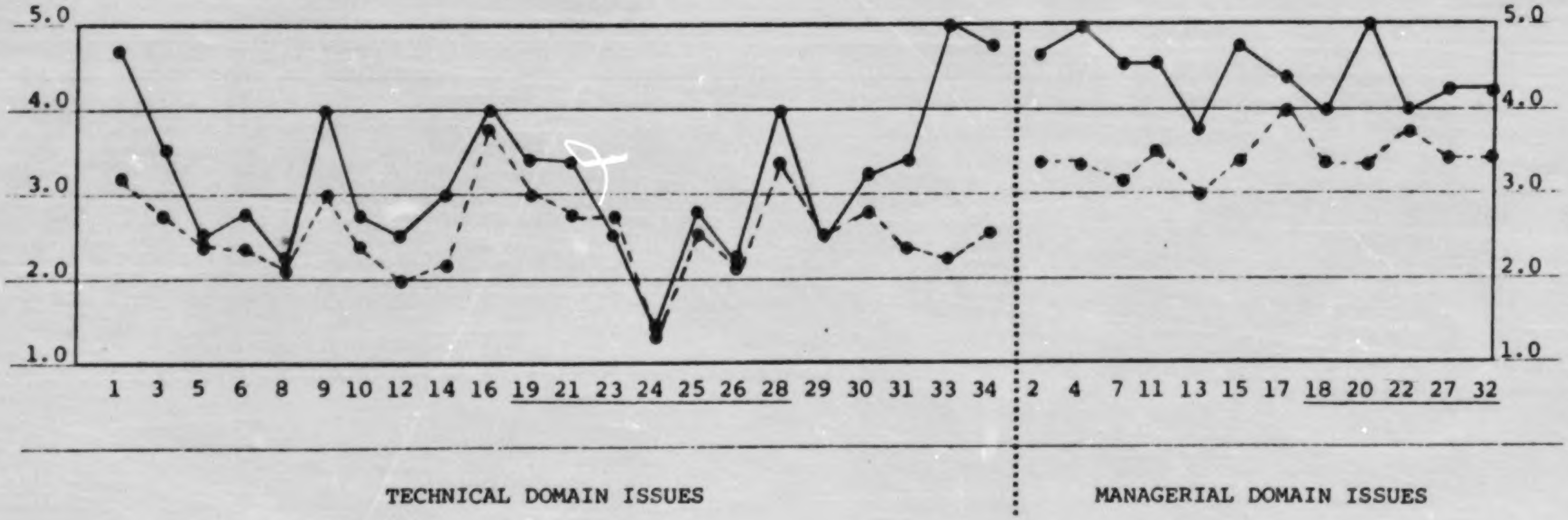
Decisional Importance (Davis School)



Scale: 1 = Very Important
2 = Importnat
3 = Somewhat Important
4 = Somewhat Unimportant
5 = Unimportant

Decisional Participation Profile Part Three:

Extent of Participation (Davis School)

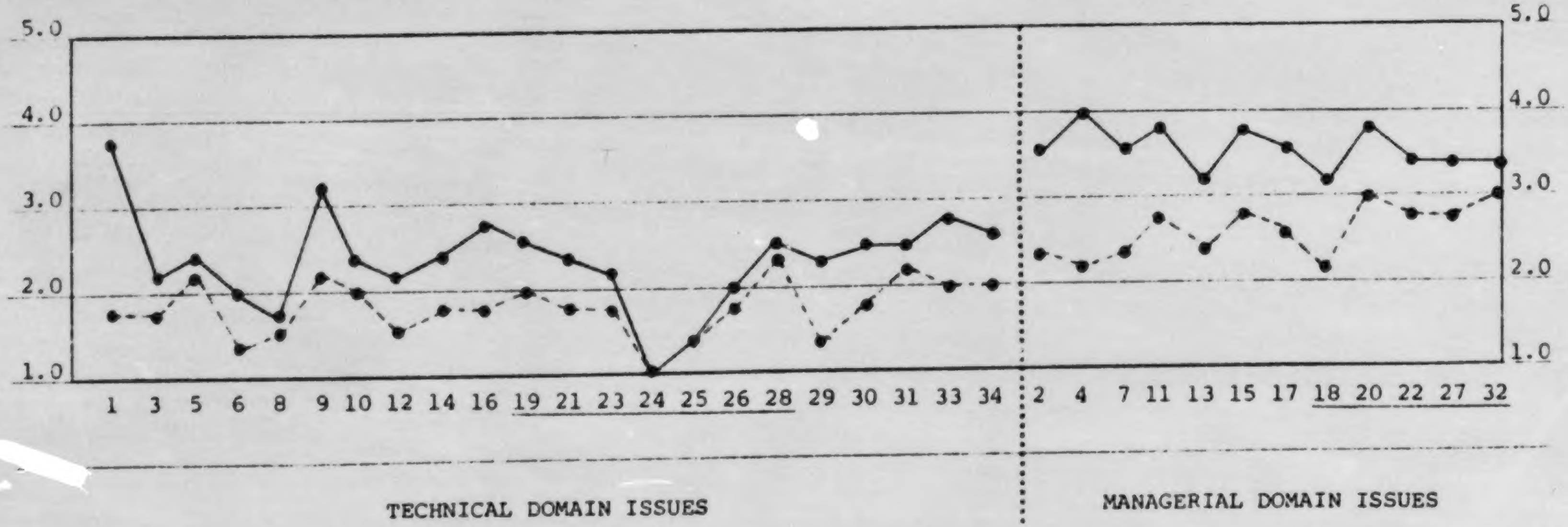


Key: ———————— = Extent of Actual Participation - - - - - - = Extent of Desired Participation

Scale: 1 = Make Decision
2 = Recommend Alternatives
3 = Develop Possible Alternatives
4 = Provide Information
5 = No Involvement

Decisional Participation Profile Part Two:

Frequency of Participation (Davis School)



Key: ———— = Frequency of Actual Participation - - - - - = Frequency of Desired Participation

Scale: 1 = Always
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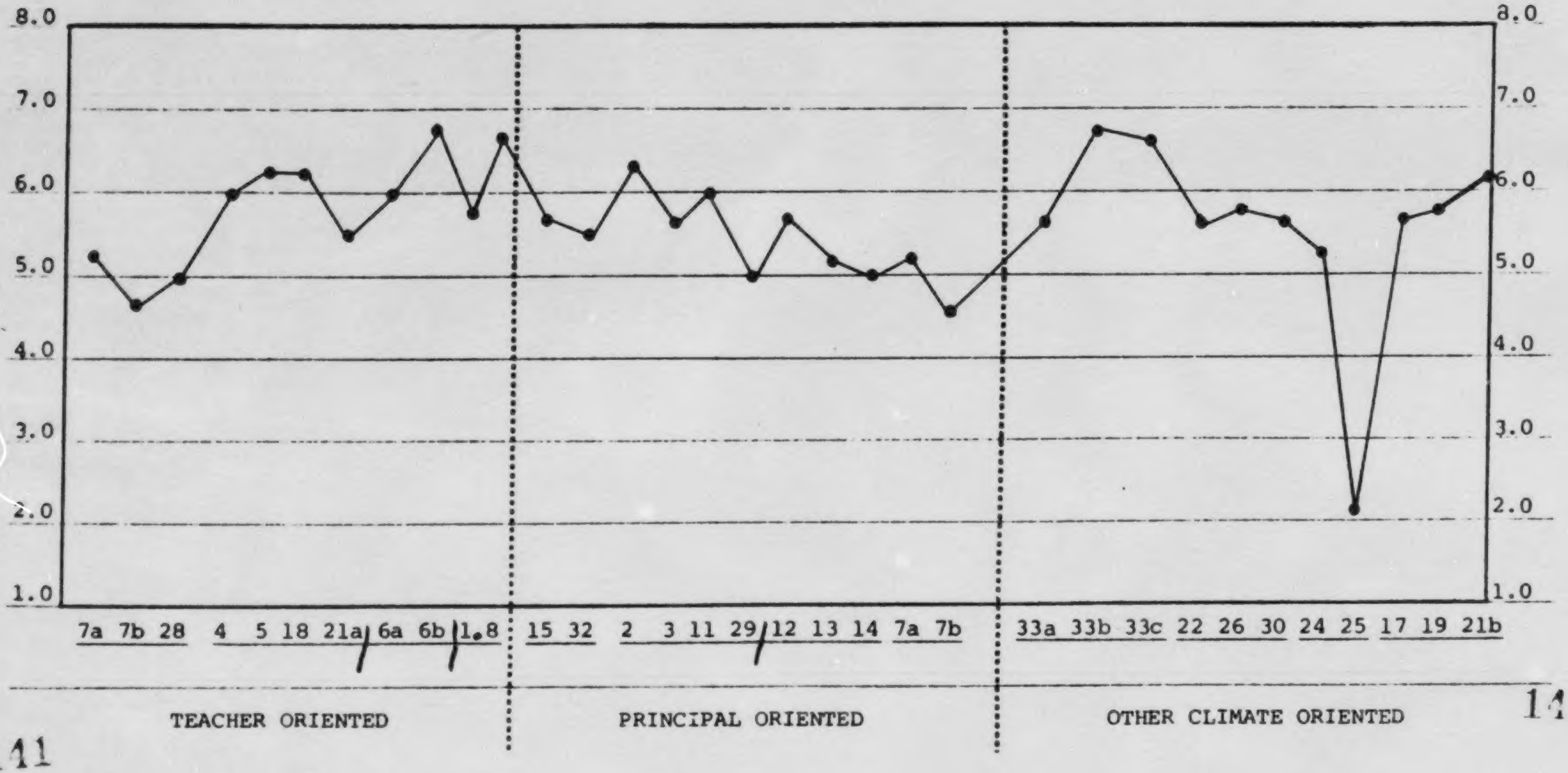
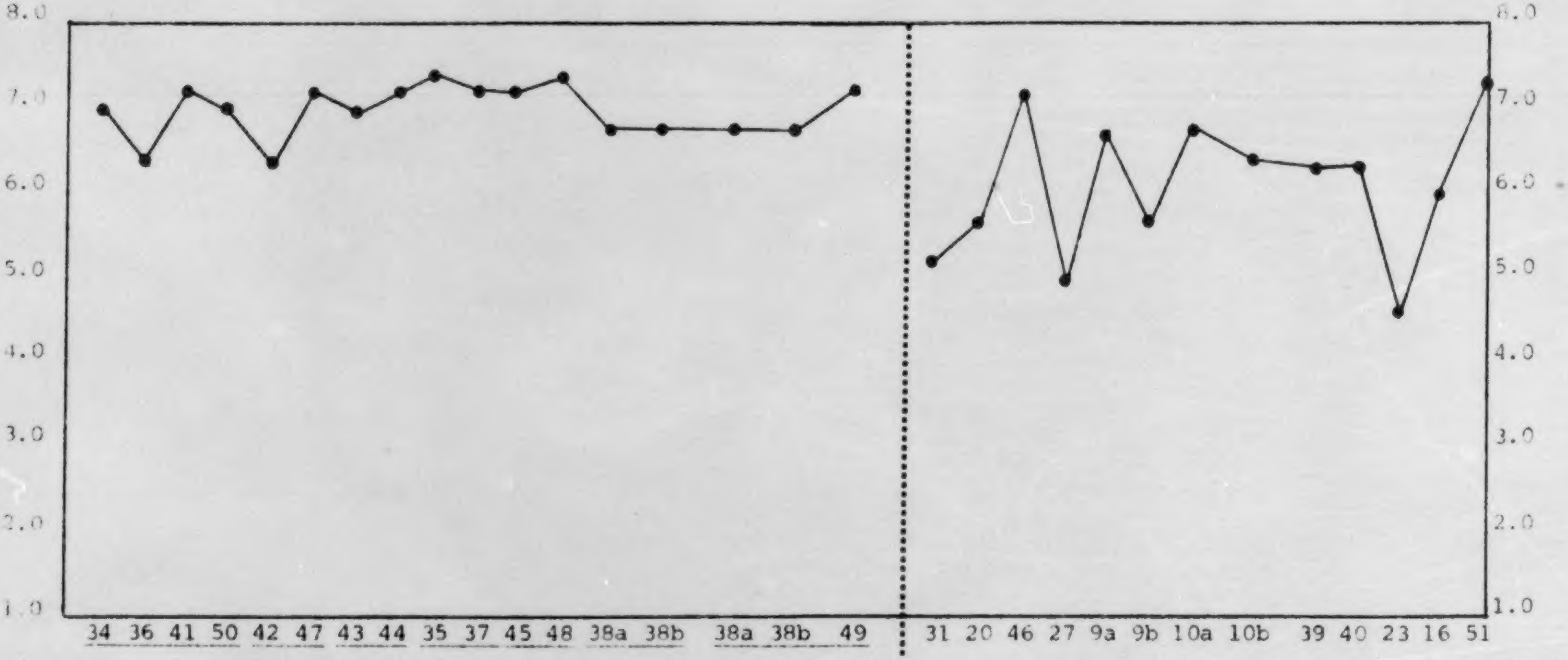
School Climate Profile

(Star School)



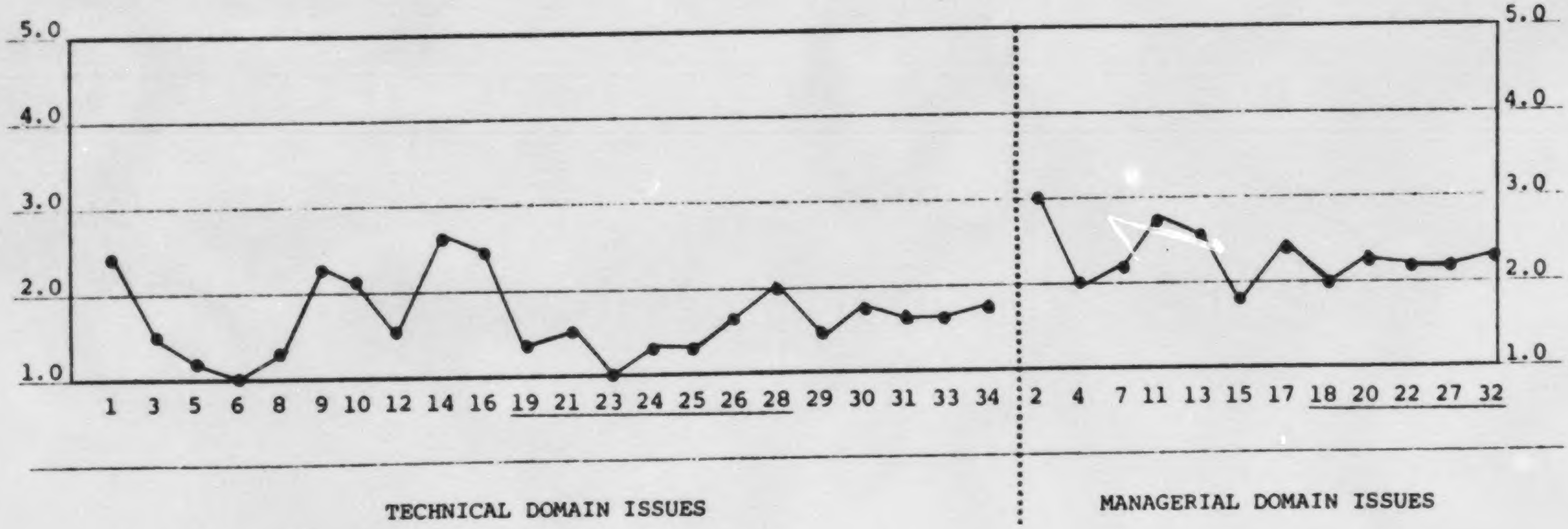
School Climate Profile

(Star School)



Decisional Participation Profile Part One:

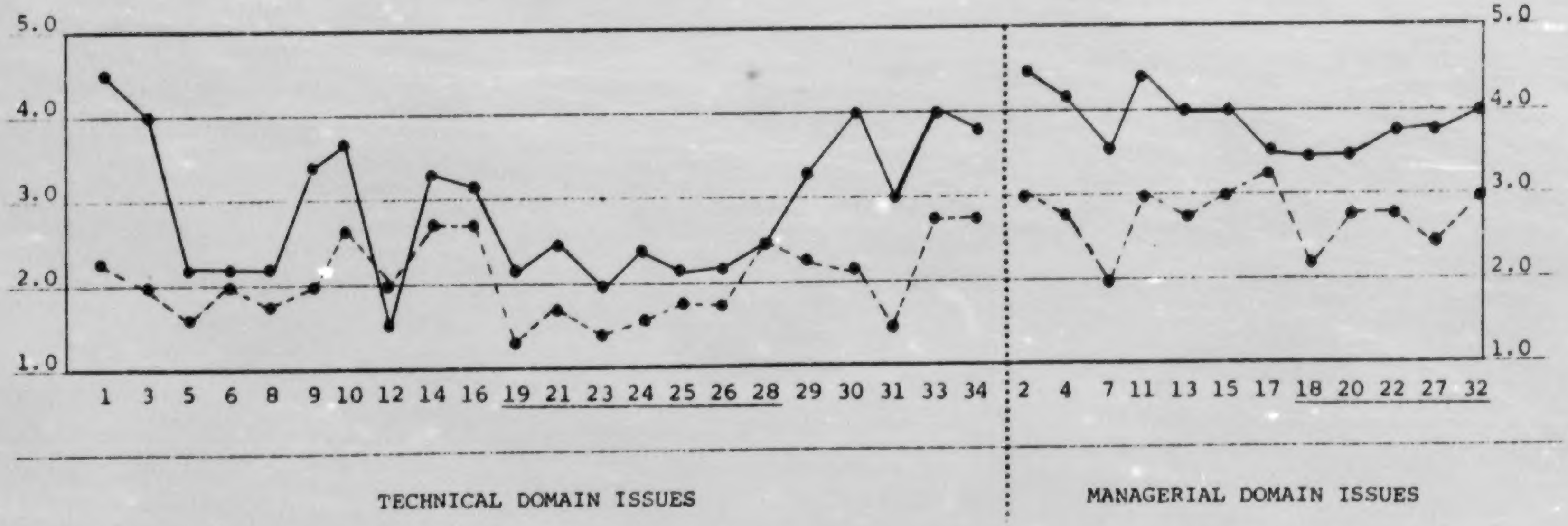
Decisional Importance (Star School)



Scale: 1 = Very Important
2 = Important
3 = Somewhat Important
4 = Somewhat Unimportant
5 = Unimportant

Decisional Participation Profile Part Three:

Extent of Participation (Star School)



Key: ———— = Extent of Actual Participation - - - - - - = Extent of Desired Participation

Scale: 1 = Make Decision
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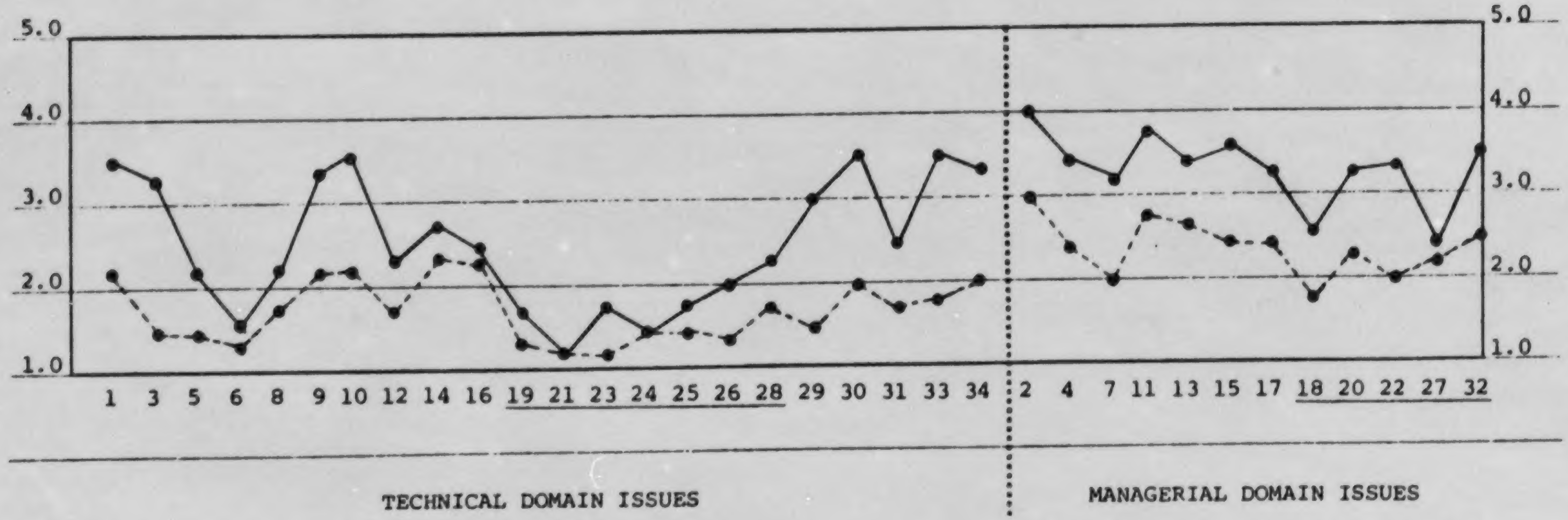
Decisional Participation Profile Part Two:

Frequency of Participation (Star School)



Key: ———— = Frequency of Actual Participation - - - - - = Frequency of Desired Participation

Scale:
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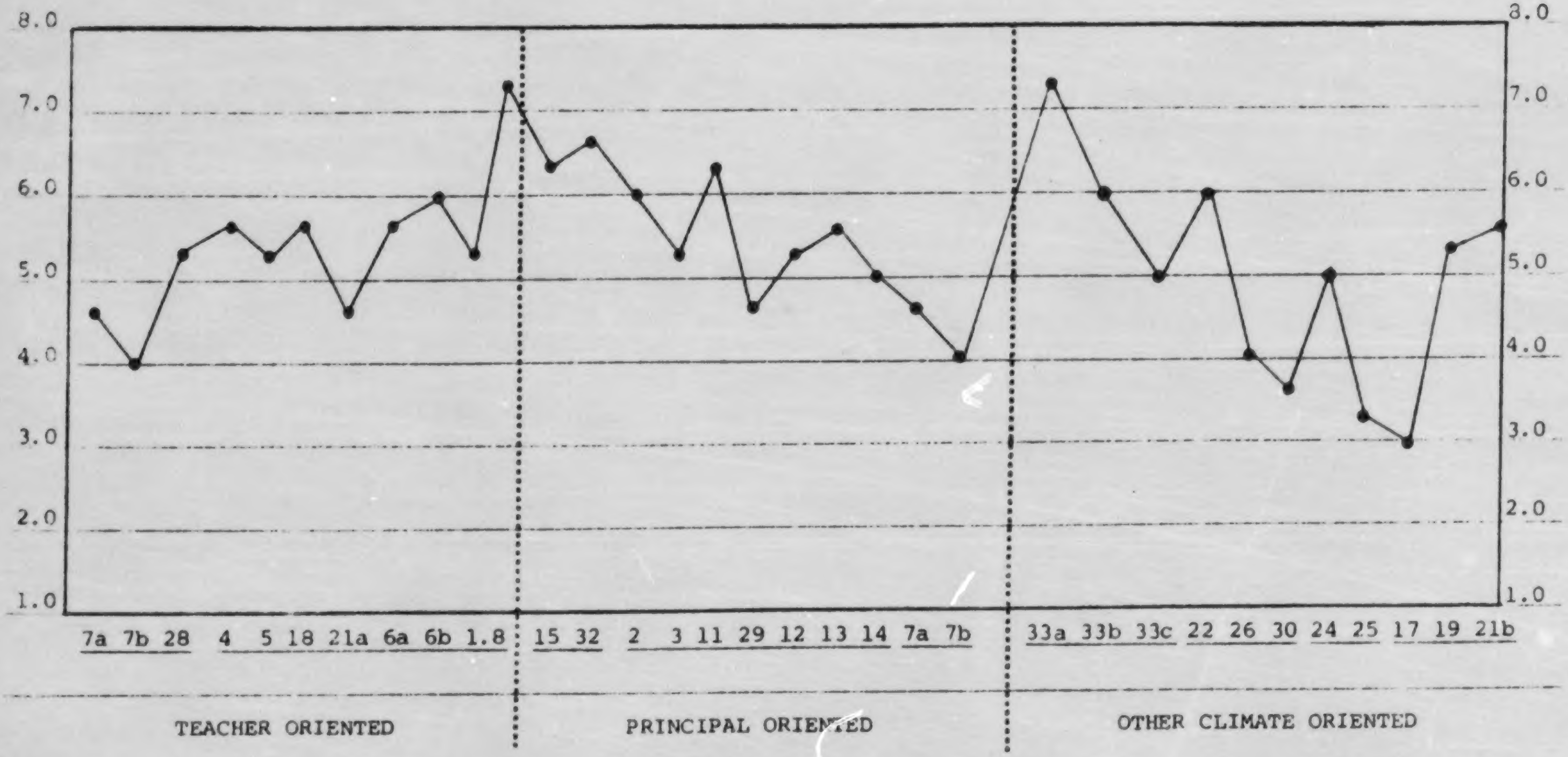
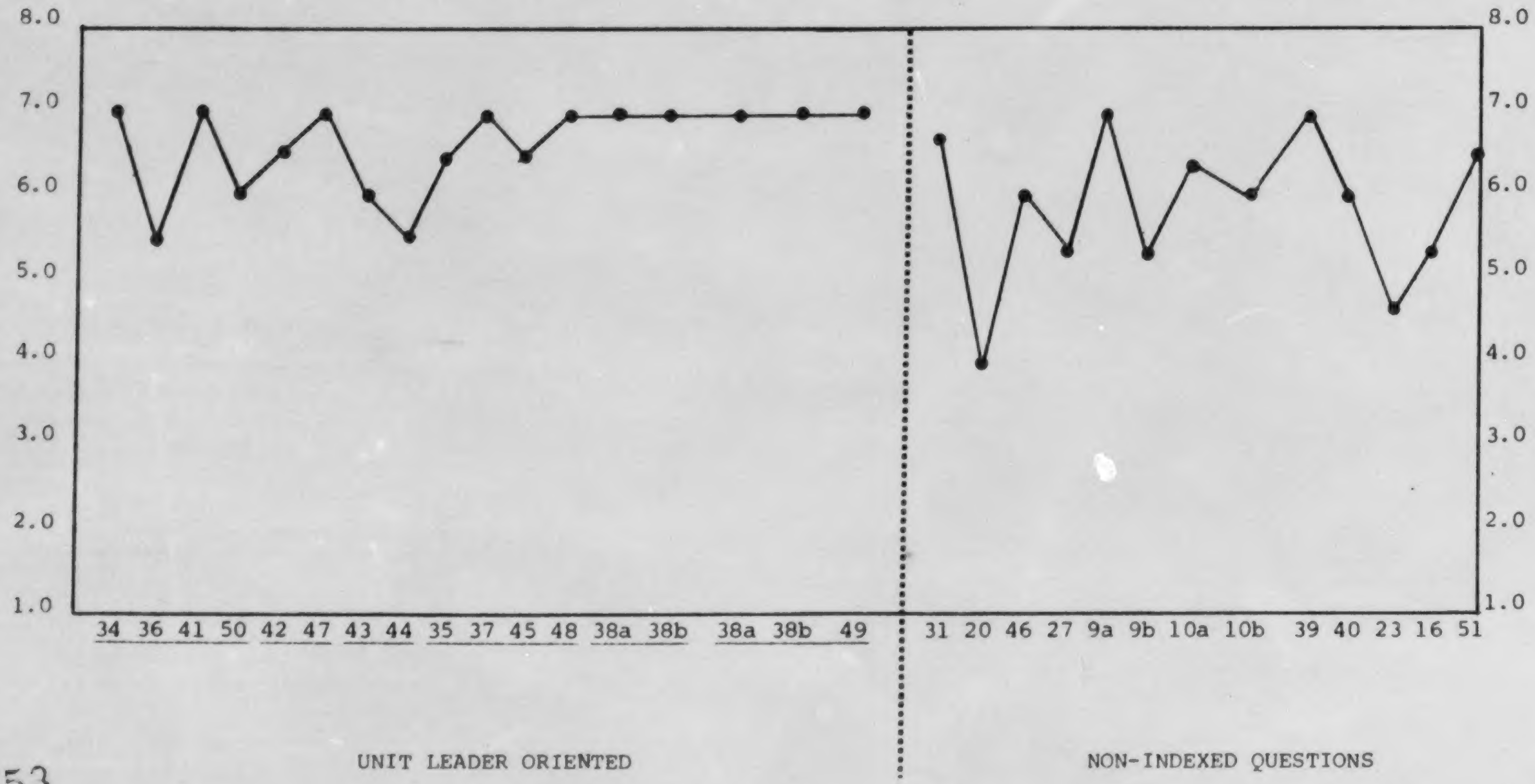
School Climate Profile

(York School)



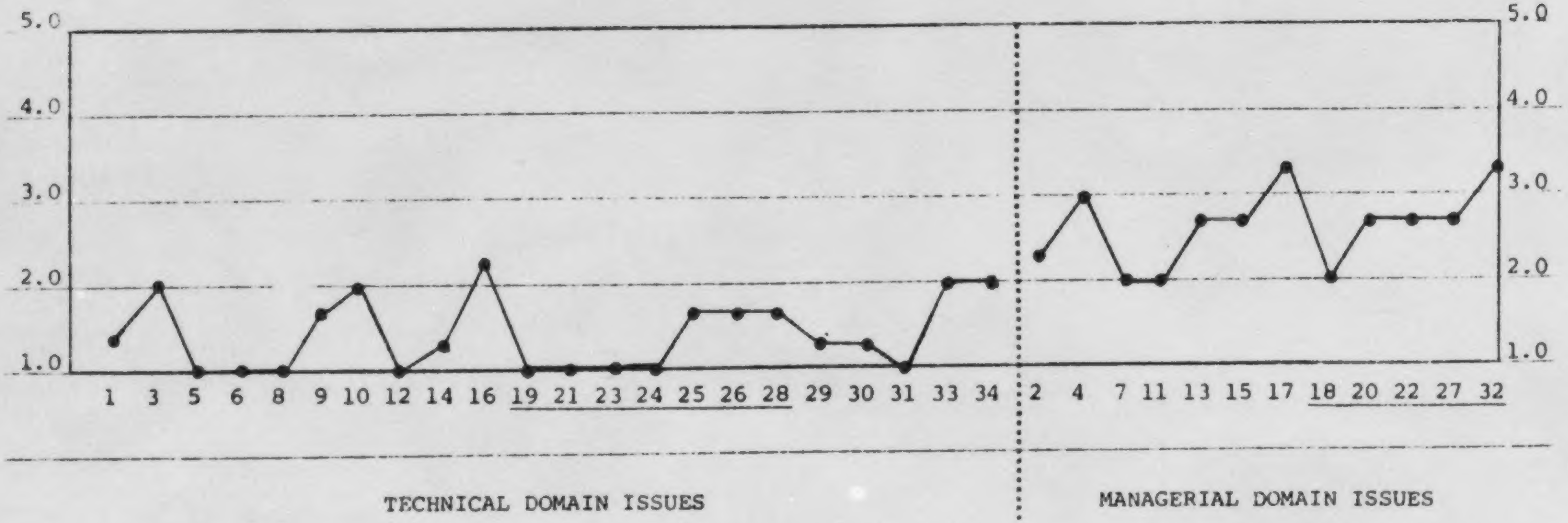
School Climate Profile

(York School)



Decisional Participation Profile Part One:

Decisional Importance (York School)



Scale: 1 = Very Important
2 = Important
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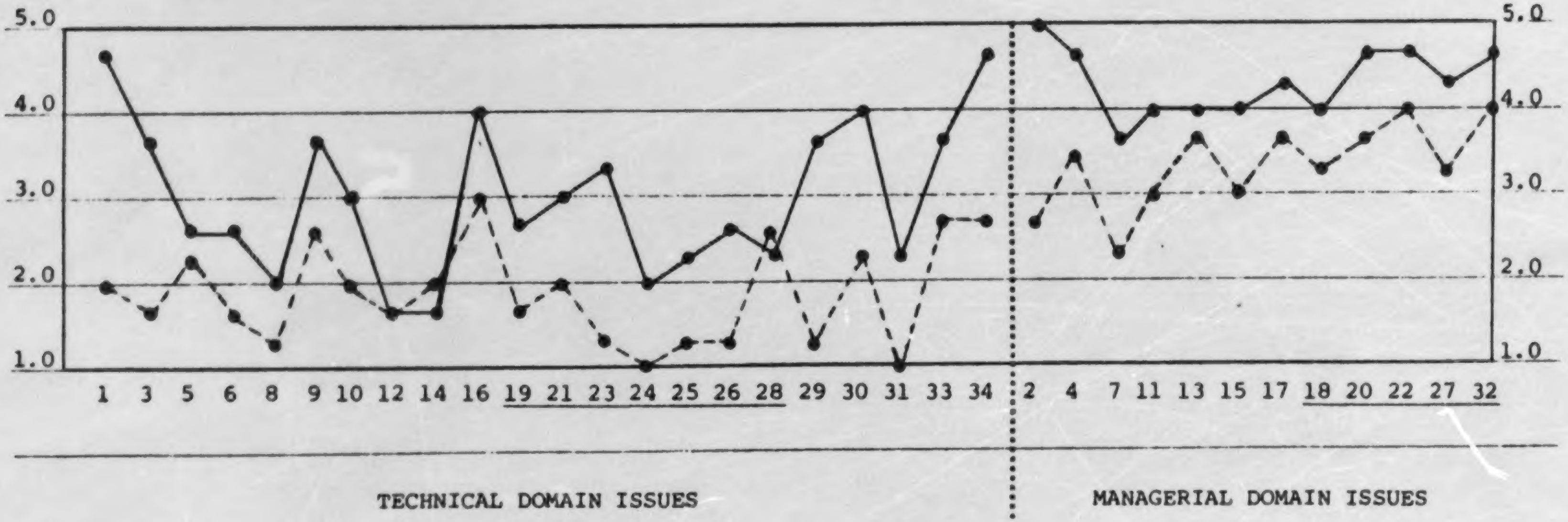
5 = Unimportant

Decisional Participation Profile Part Three:

Extent of Participation (York School)



Key: ———————— = Extent of Actual Participation   - - - - - - = Extent of Desired Participation

Scale: 1 = Make Decision
2 = Recommend Alternatives
3 = Develop Possible Alternatives
4 = Provide Information
5 = No Involvement

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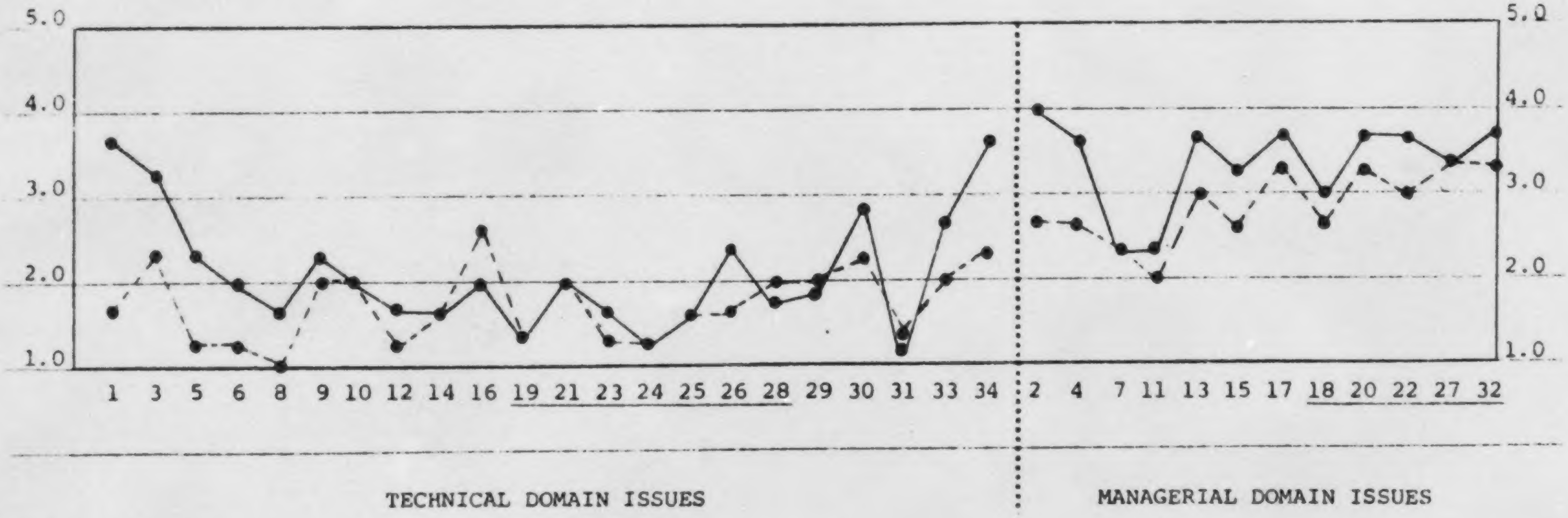
Decisional Participation Profile Part Two:

Frequency of Participation (York School)



Key: ———— = Frequency of Actual Participation - - - - - = Frequency of Desired Participation

Scale: 1 = Always
2 = Often
3 = Sometimes
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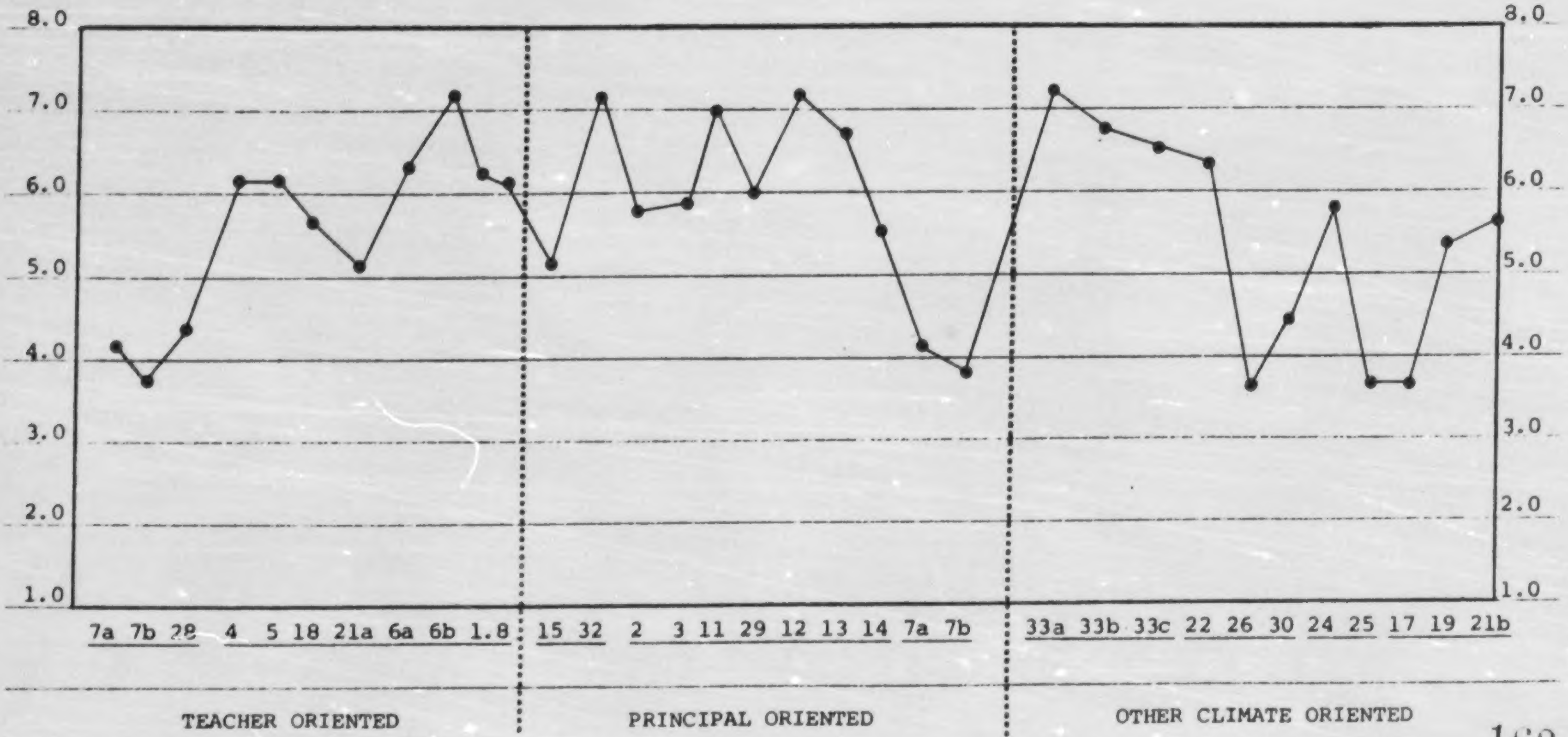
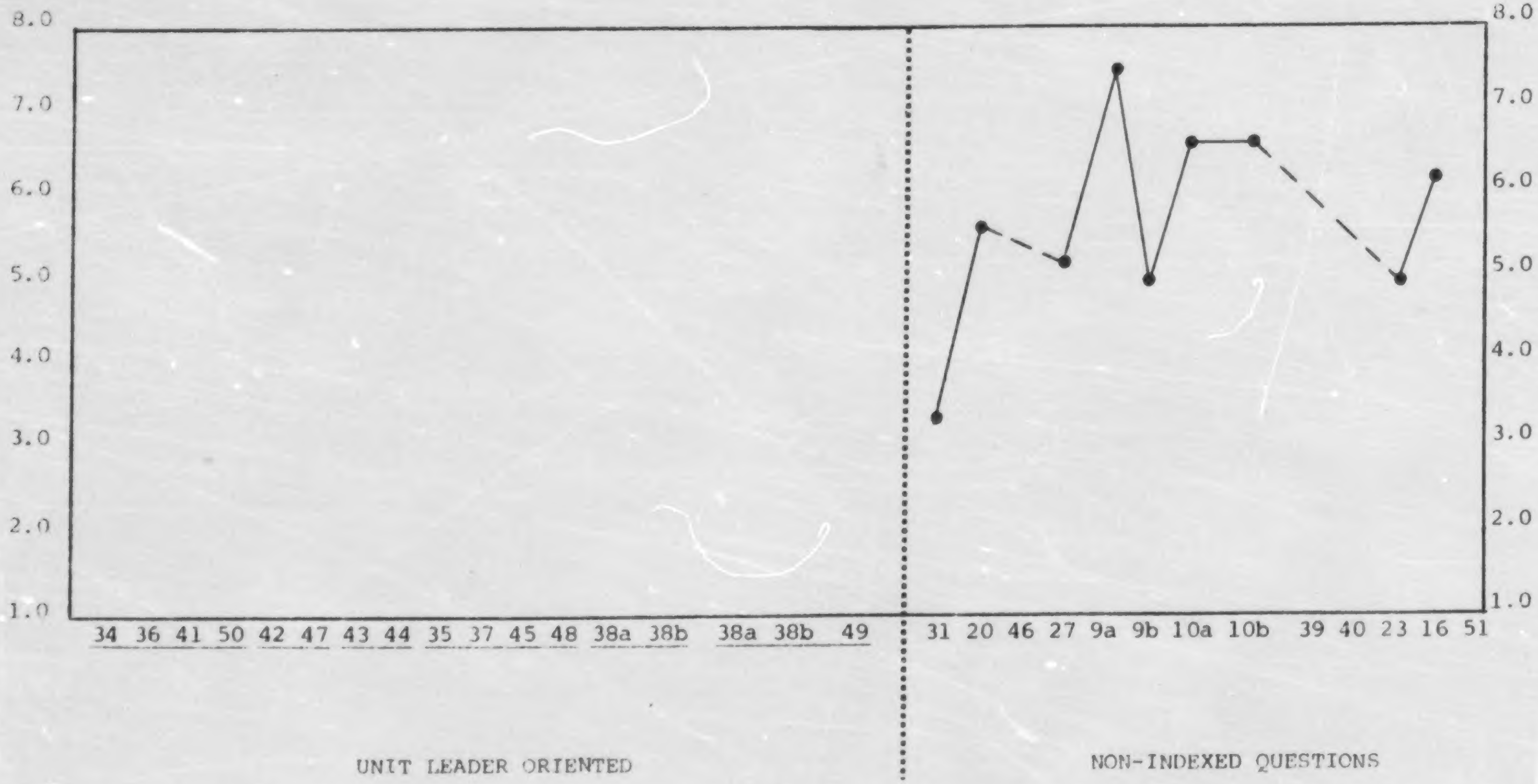
School Climate Profile

(Canal School)



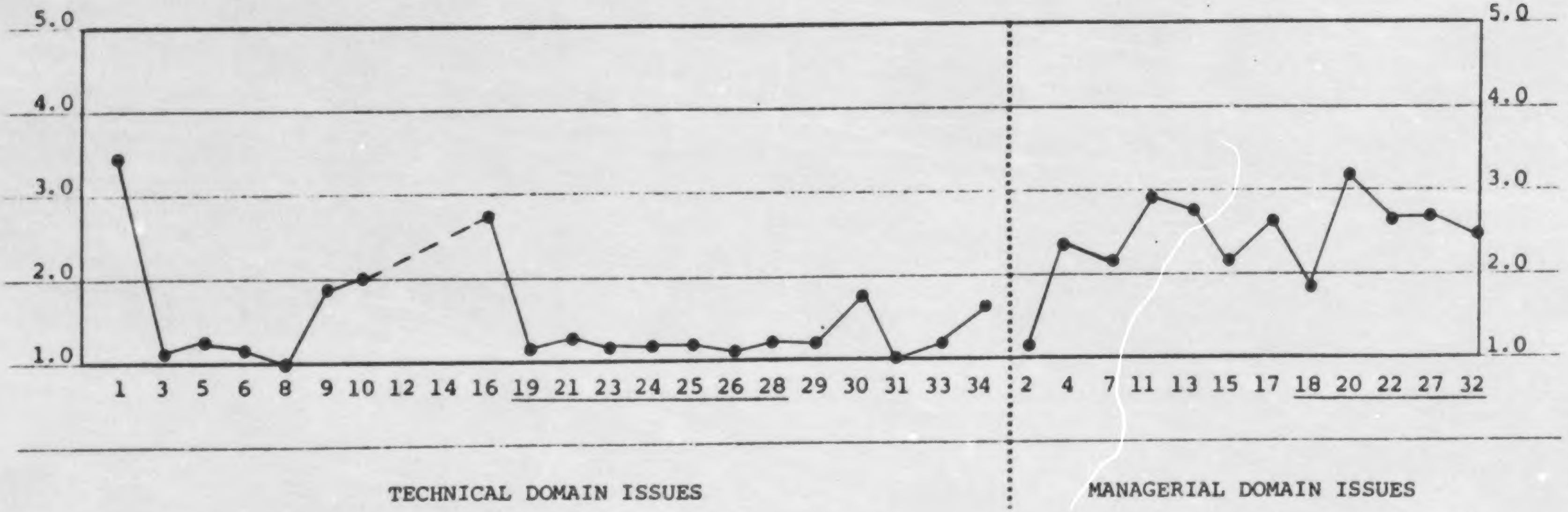
School Climate Profile

(Canal School)



Decisional Participation Profile Part One:

Decisional Importance (Canal School)



Scale: 1 = Very Important
2 = Important
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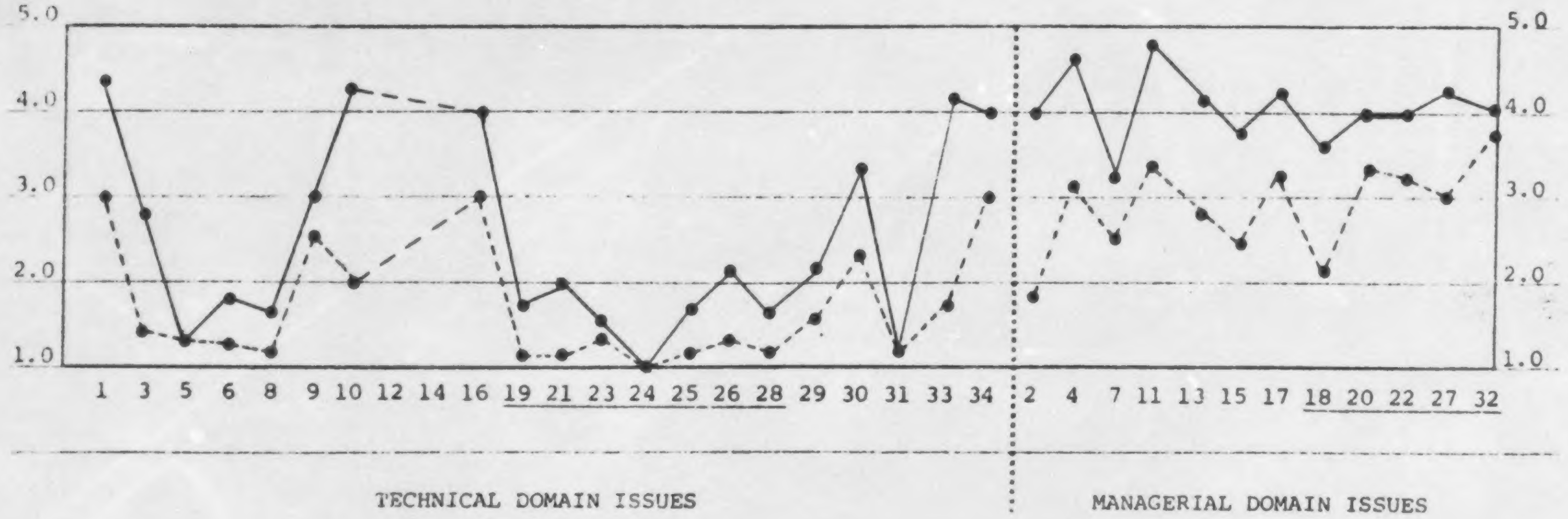
5 = Unimportant

Decisional Participation Profile Part Three:

Extent of Participation (Canal School)



Key: ———————— = Extent of Actual Participation - - - - - = Extent of Desired Participation

Scale: 1 = Make Decision
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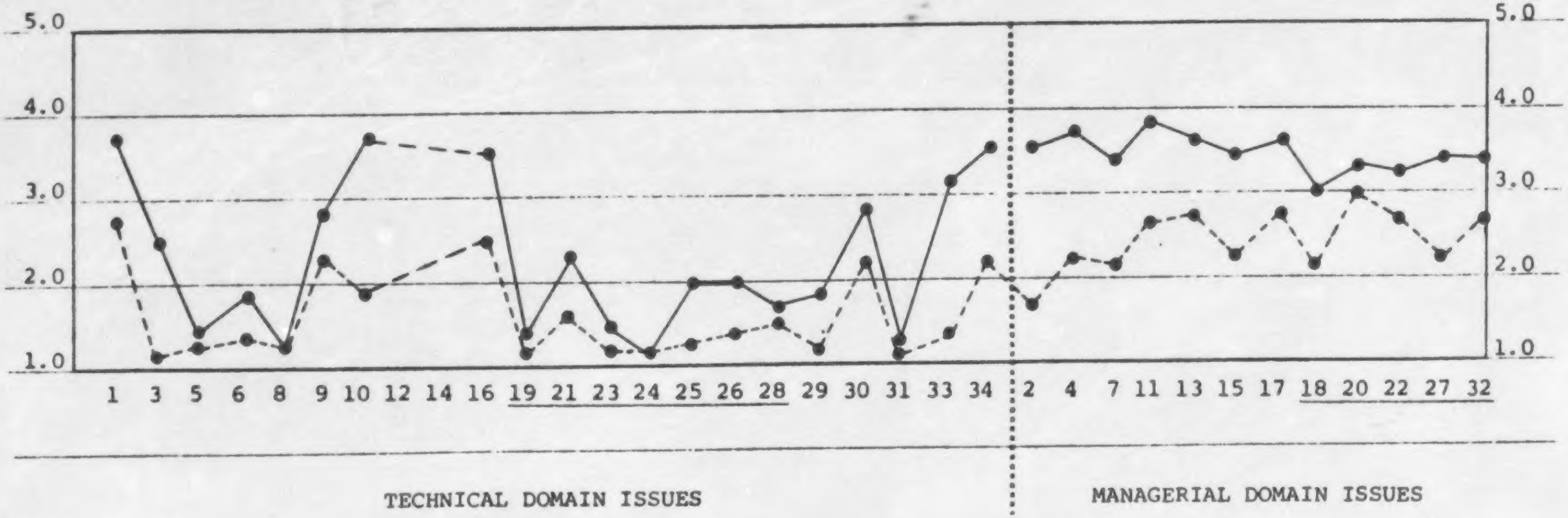
Decisional Participation Profile Part Two:

Frequency of Participation (Canal School)



Key: ———— = Frequency of Actual Participation - - - - - = Frequency of Desired Participation

Scale: 1 = Always
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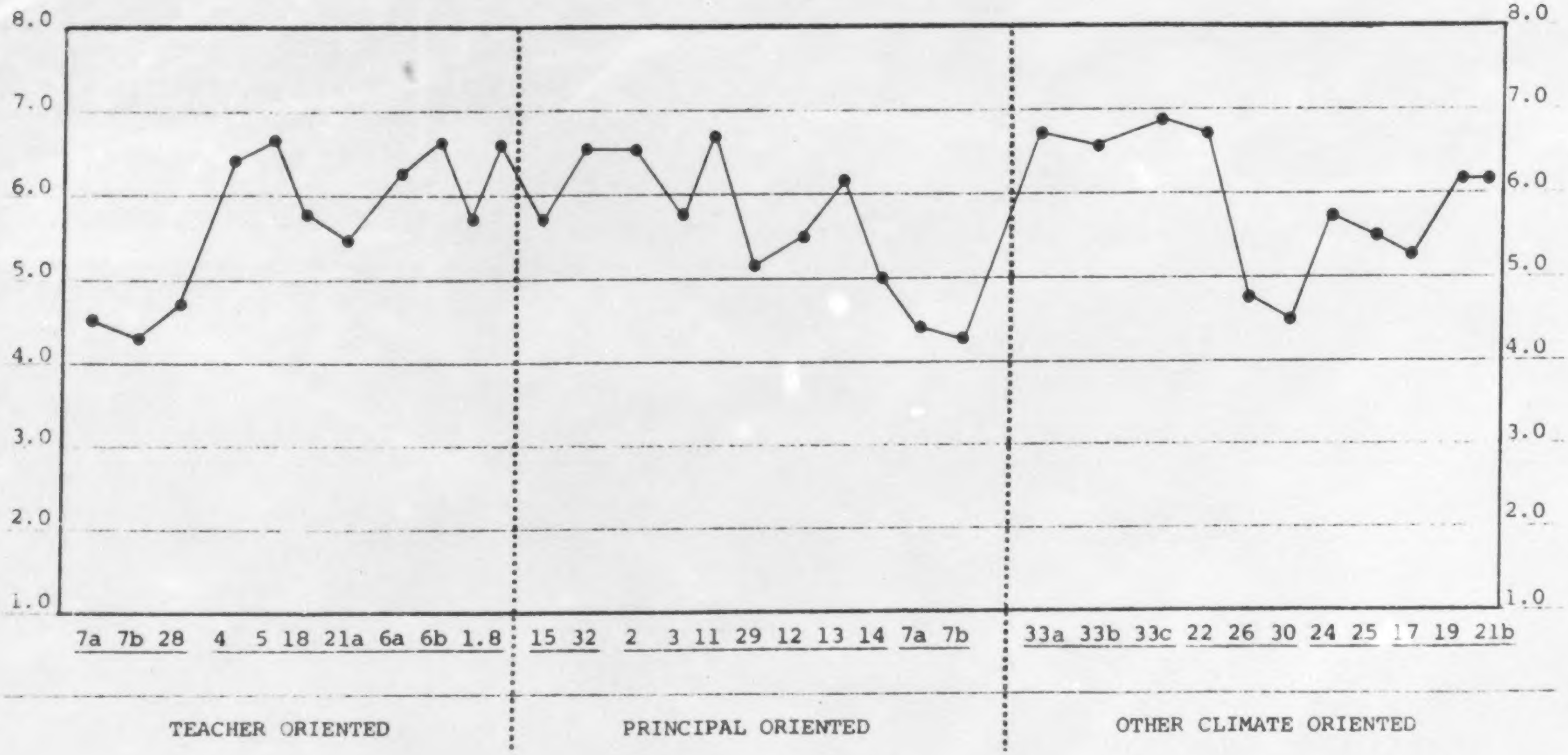
4 = Never

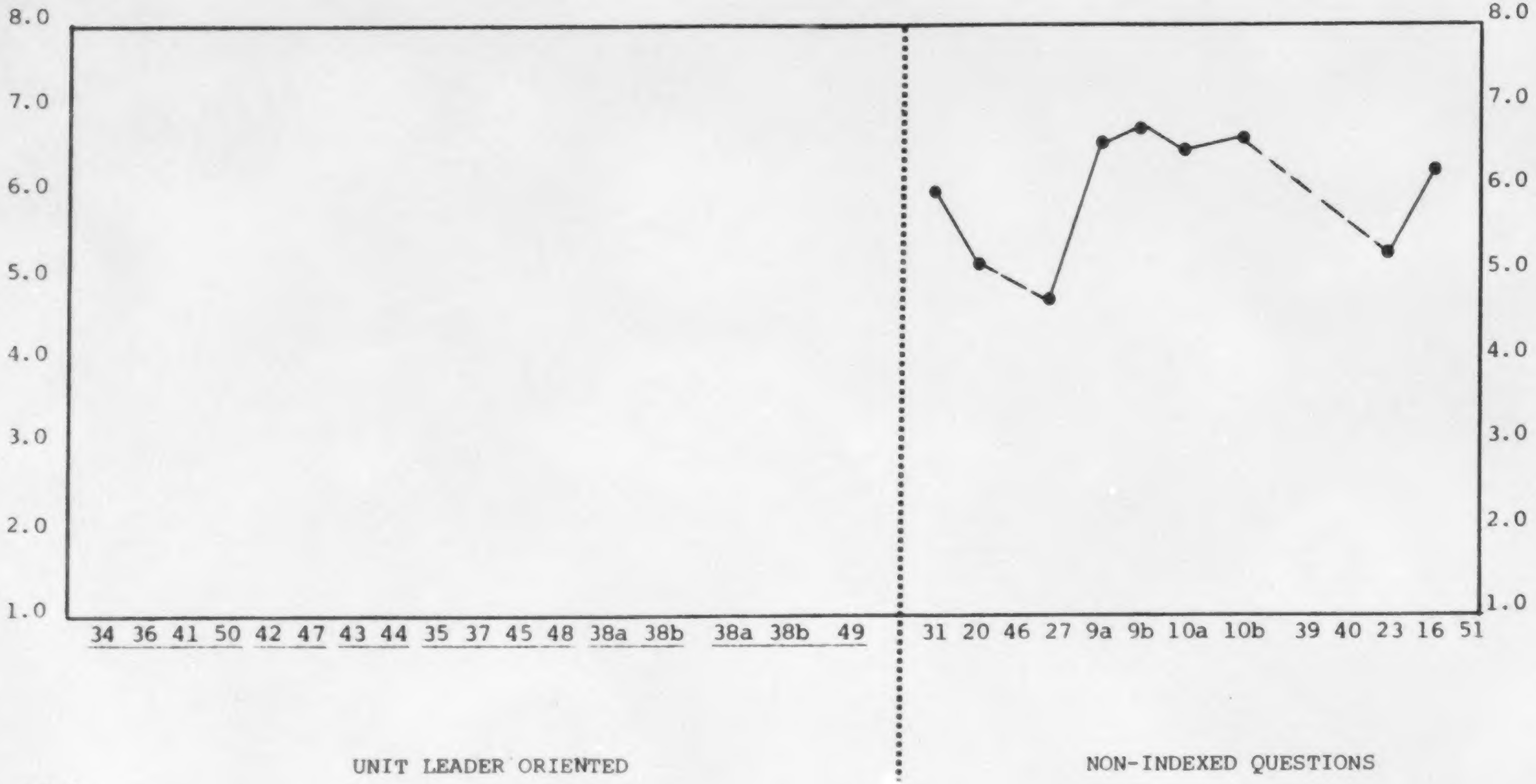
School Climate Profile

(Miller School)



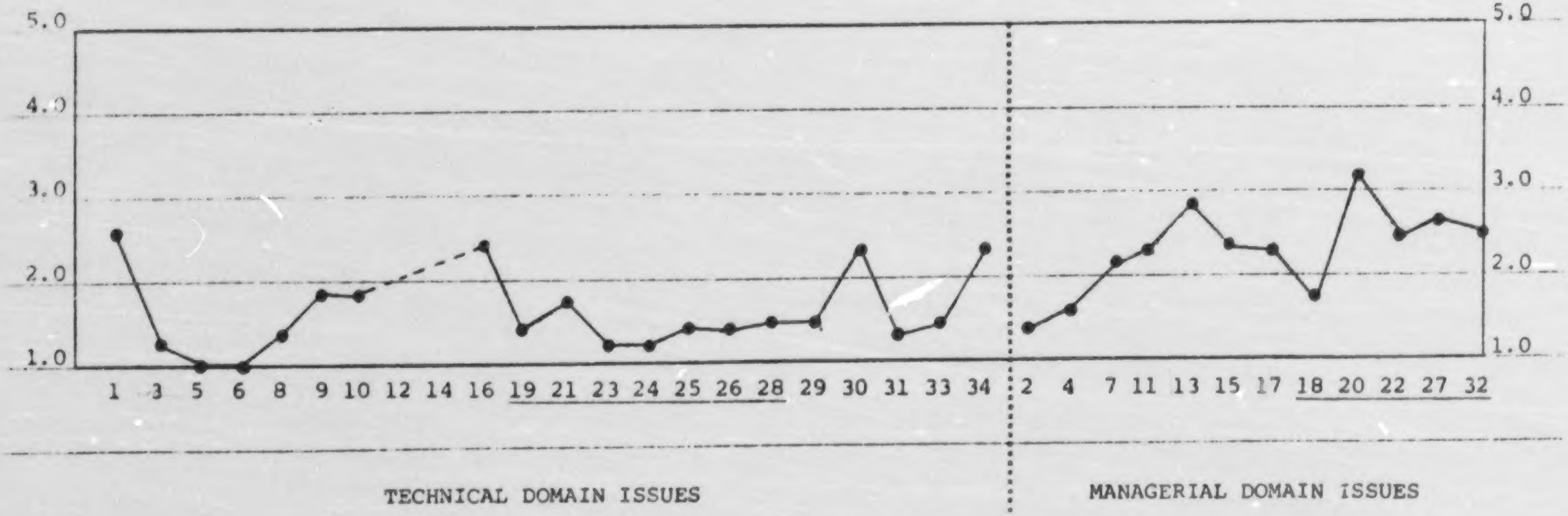
School Climate Profile

(Miller School)



Decisional Participation Profile Part One:

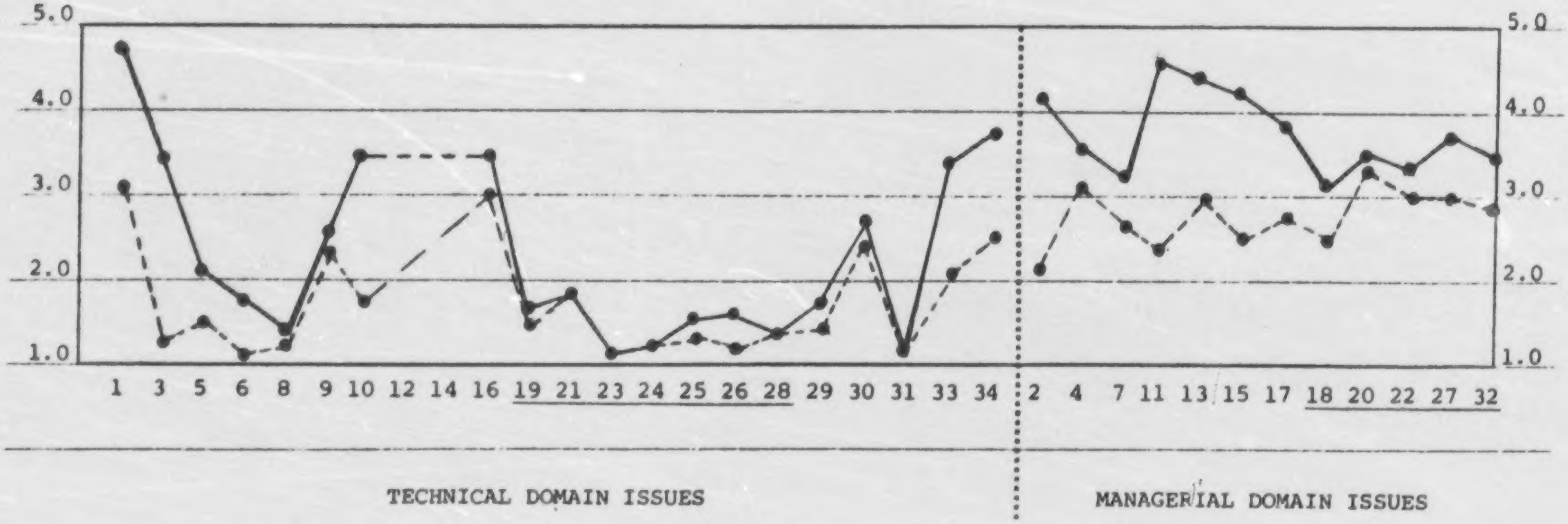
Decisional Importance (Miller School)



Scale: 1 = Very Important
2 = Important
3 = Somewhat Important
4 = Somewhat Unimportant
5 = Unimportant

Decisional Participation Profile Part Three:

Extent of Participation (Miller School)



Key: ———— = Extent of Actual Participation - - - - - = Extent of Desired Participation

Scale: 1 = Make Decision
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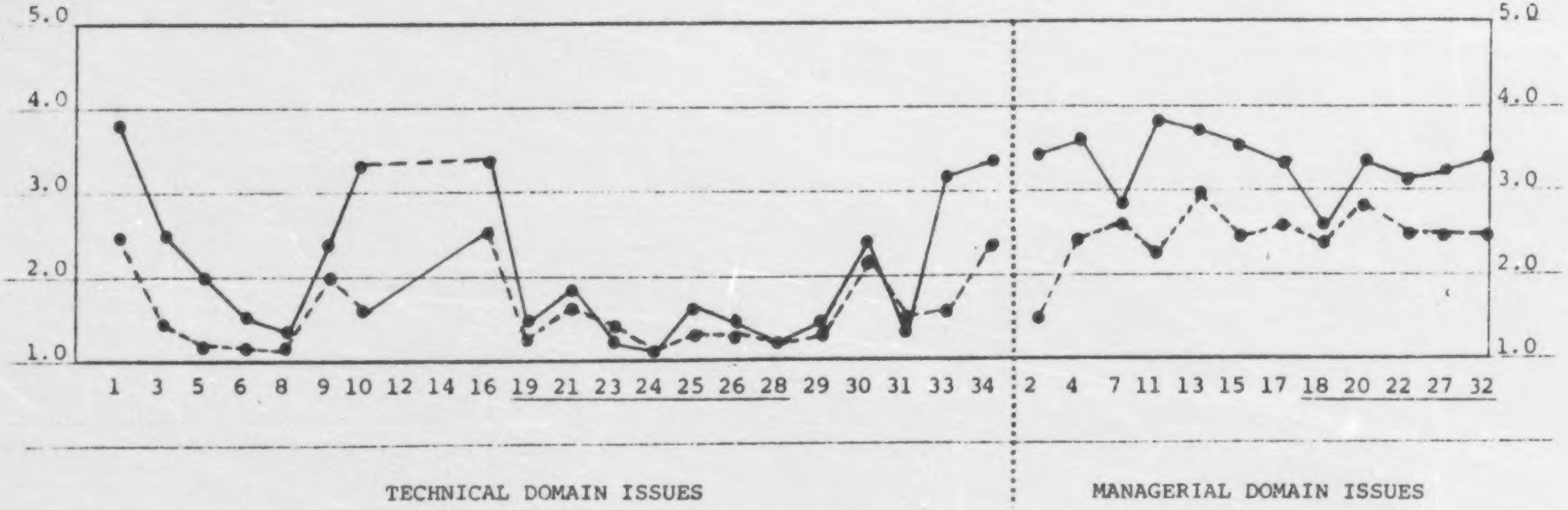
3 = Develop Possible Alternatives
4 = Provide Information
5 = No Involvement

Decisional Participation Profile Part Two:

Frequency of Participation (Miller School)



Key: ———— = Frequency of Actual Participation - - - - - = Frequency of Desired Participation

Scale: 1 = Always
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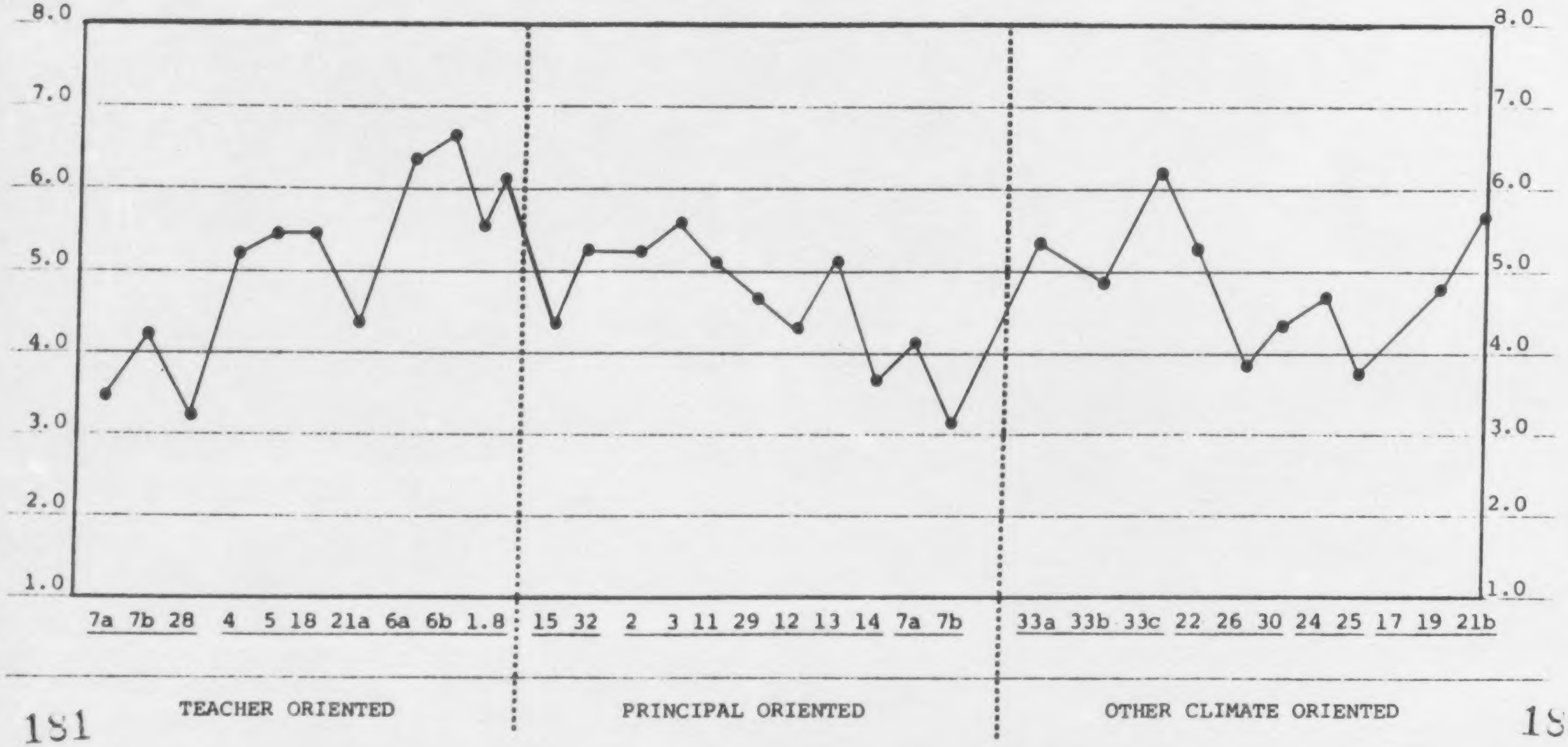
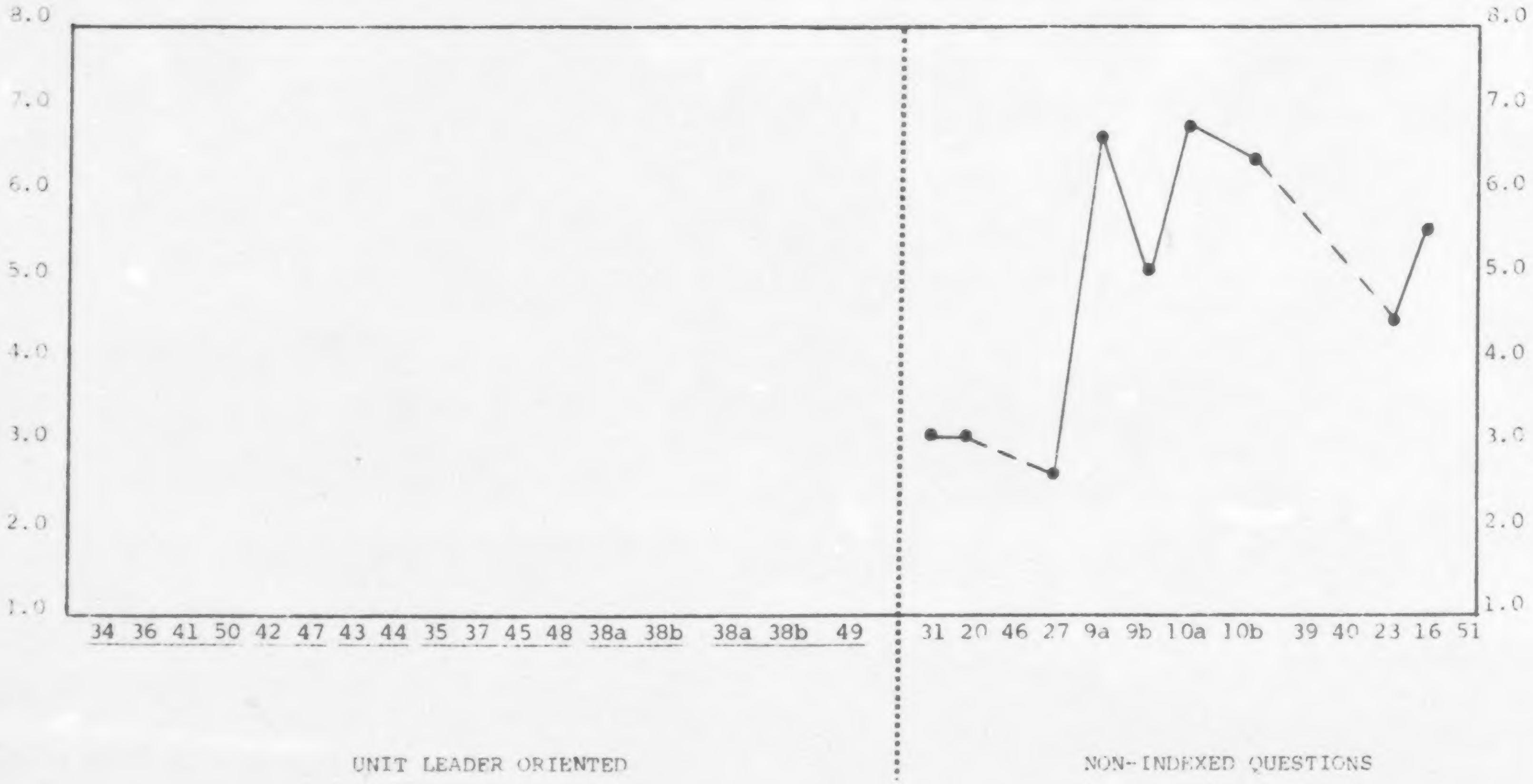
School Climate Profile

(Ware School)



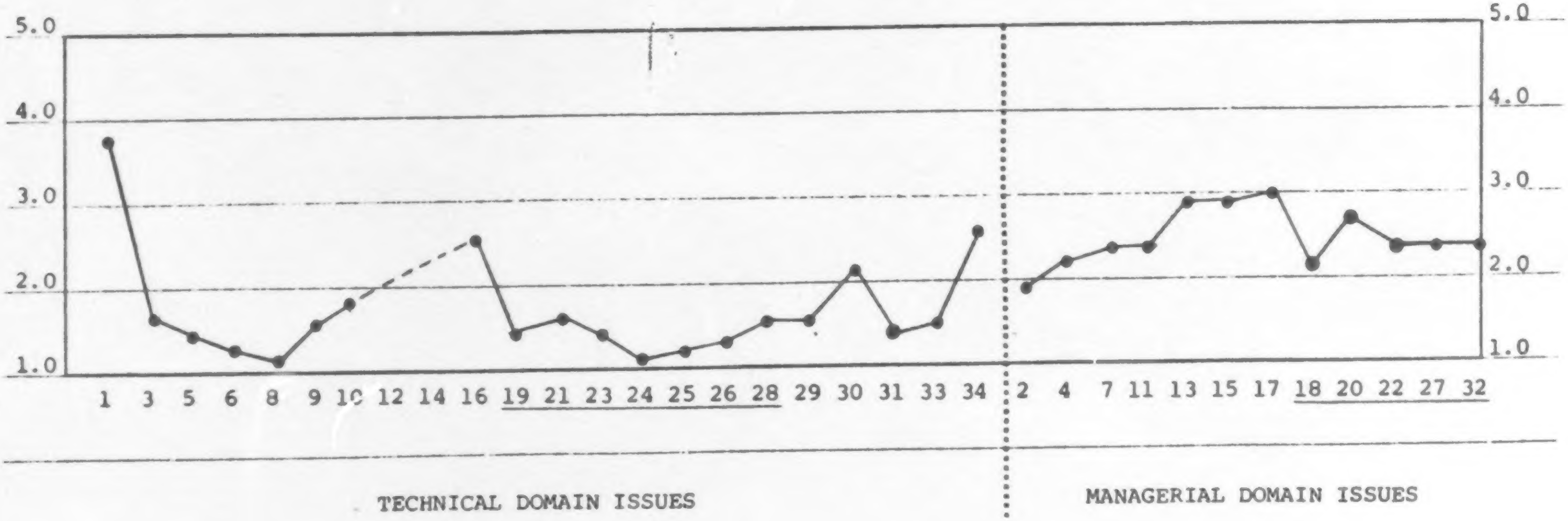
School Climate Profile

(Ware School)



Decisional Participation Profile Part One:

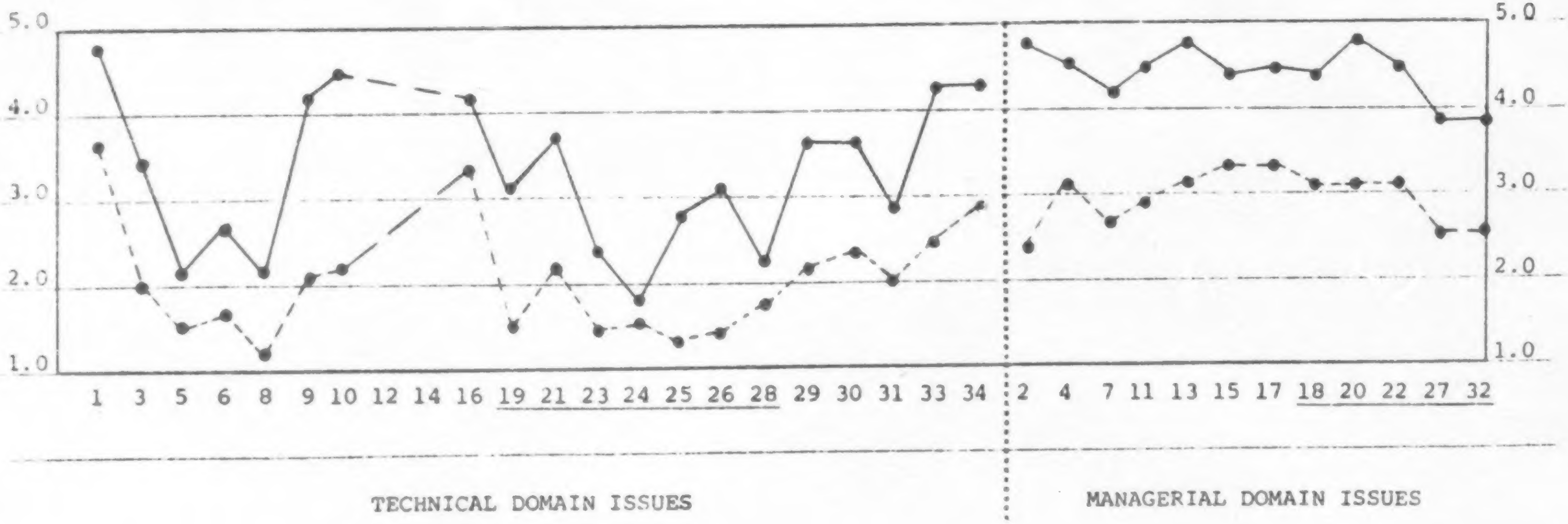
Decisional Importance (Ware School)



Scale: 1 = Very Important
2 = Important
3 = Somewhat Important
4 = Somewhat Unimportant
5 = Unimportant

Decisional Participation Profile Part Three:

Extent of Participation (Ware School)



Key: ———————— = Extent of Actual Participation - - - - - = Extent of Desired Participation

Scale: 1 = Make Decision
2 = Recommend Alternatives
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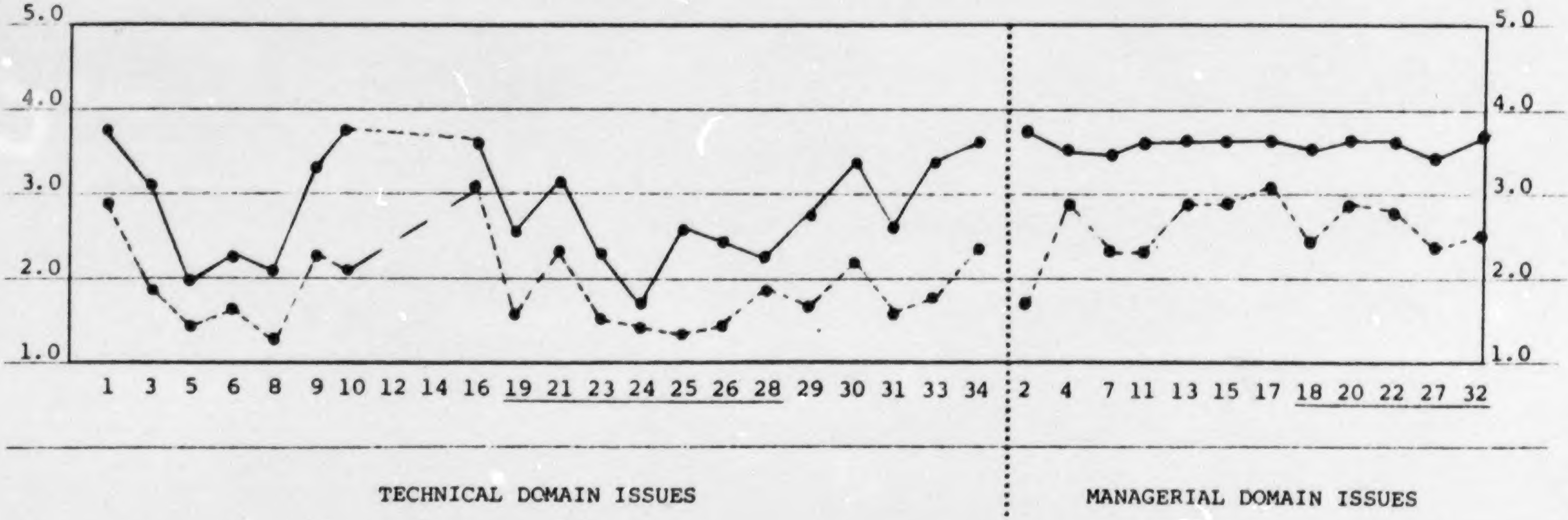
4 = Provide Information
5 = No Involvement

Decisional Participation Profile Part Two:

Frequency of Participation (Ware School)



Key: ——————— = Frequency of Actual Participation - - - - - = Frequency of Desired Participation

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Center Planning and Policy Committee

Marshall S. Smith
Director

Dale D. Johnson
Area Chairperson
Studies in Language:
Reading and Communication

Marvin J. Fruth
Area Chairperson
Studies in Implementation
of Individualized Schooling

Penelope L. Peterson
Area Chairperson
Studies of Instructional Programming
for the Individual Student

James M. Lipham
Area Chairperson
Studies of Administration and
Organization for Instruction

Thomas A. Romberg
Area Chairperson
Studies in Mathematics and Evaluation
of Practices in Individualized Schooling

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Professor
Psychology

B. Dean Bowles
Professor
Educational Administration

Thomas P. Carpenter
Professor
Curriculum and Instruction

W. Patrick Dickson
Assistant Professor
Child and Family Studies

Lloyd E. Frohreich
Professor
Educational Administration

Marvin J. Fruth
Professor
Educational Administration

Dale D. Johnson
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Educational Psychology

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Professor
Educational Psychology

James M. Lipham
Professor
Educational Administration

Dominic W. Massaro
Professor
Psychology

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Educational Administration

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Curriculum and Instruction

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English and Linguistics

B. Robert Tabachnick
Professor
Curriculum and Instruction

Gary G. Wehlage
Professor
Curriculum and Instruction

Louise Cherry Wilkinson
Associate Professor
Educational Psychology

Steven R. Yussen
Professor
Educational Psychology